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UNIVERSITY

**SHORT LOAN COLLECTION**

**MANAGING QUALITY ASSURANCE AND ENHANCEMENT PROCESSES  
IN HIGHER EDUCATION WITH SPECIAL REFERENCE TO INITIAL  
TEACHER TRAINING PROVISION**

A project submitted to Middlesex University in partial fulfilment of the requirements  
for the degree of Doctor of Professional Studies

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National Centre for Work Based Learning Partnerships  
Project Module : DPS 5160

**MIDDLESEX UNIVERSITY**

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## **ABSTRACT**

My intention in carrying out this project was to examine the relevance of developing refined approaches toward quality assurance in order to accommodate external demand under a common system. Each area of critical analysis established sources of conflict of interest amongst academics in the School and provided an indication of the way in which these might be resolved.

The academic provision in the School is diverse and is subject to external scrutiny through the Quality Assurance Agency (QAA) and Teacher Training Agency (TTA) the latter of whom works alongside the Office for Standards in Teacher Education, OfSTED.

Throughout this time the University has operated an internal quality assurance and enhancement process based on the QAA quality assurance methodology whereas Initial Teacher Training programmes within the School have been subject to the inspection methodology of OfSTED.

Three areas of critical analysis formed the basis of my research methodology conducted through case study and primary document analysis.

The self assessment document is a product of QAA demand and contrasts with OfSTED inspection demand, the subject specification raises questions about knowledge and its control in higher education when compared with the TTA Standards for the Award of Qualified Teacher Status, and the School Annual Monitoring Report represents the internal dichotomy of demand that sometimes exists for members of academic staff who engage in the process of writing such reports.

My main finding suggests that the 'self imposed burden' of quality assurance can be reduced within the University and School in order to facilitate a more coherent and effective QA process.



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## **GLOSSARY**

ADQA	Academic Development and Quality Assurance
APC	Academic Planning Committee
AMR	Annual Monitoring Report
ASQC	Academic Standards and Quality Committee
BoS	Board of Studies
CQFW	Credit and Qualifications Framework for Wales Project
CVCP	Committee of Vice Chancellors and Principals
DCLQ	Director of Curriculum, Learning and Quality
DfEE	Department for Education and Employment
DfES	Department for Education and Skills
EDP	Education Primary (The academic group for primary teacher education)
EDS	Education Secondary (The academic group for secondary teacher education)
HEFCE	Higher Education Funding Council for England
HEI's	Higher Education Institutions
HMI	Her Majesties Inspectorate
ITT	Initial Teacher Training
LLE	Lifelong Learning and Education
ILRS	Independent Learning Resources
LUN	Learning Unit Narrative
NaPTEC	National Primary Teacher Education Conference
NICATS	Northern Ireland Credit Accumulation and Transfer System
NUCCAT	Northern Universities Consortium for Credit Accumulation and Transfer
OfSTED	Office for Standards in Education

PCD	Professional Courses Unit (of Lancaster University)
PDE	Product Design and Engineering (Academic Group)
PITE	Primary Teacher Education
PSB	Professional Statutory Body
RAP	Review of Academic Provision
SEEC	Southern England Consortium for Credit Accumulation and Transfer
SCoP	Standing Conference of Principals
SITE	Secondary Initial Teacher Education
TTA	Teacher Training Agency
UCET	Universities Council for the Education of Teachers
QA	Quality Assurance
QAA	Quality Assurance Agency
QAAS	Quality Assurance and Audit Service
QTS	Qualified Teacher Status

## CHAPTER 1

### INTRODUCTION

Judging the quality of academic provision within higher education institutions has been a concern of the Government and funding agencies for sometime, as expressed, for example, by Brown (1998) and demonstrated by the publication of many DfEE Circulars including 9/92 and 14/93. The demand has been for greater accountability of HEIs in the way that they enhance and maintain the curriculum, its quality and standards (TTA 1998, Wright 1999).

Consumerism has empowered those who engage in higher education, the students, to bring to account the relevance and value of what an institution teaches and enables a student to learn, know, understand and be able to do (Wright 1999, p.1). The requirement that they make a financial contribution for the cost of their education by paying toward their tuition fees has swung control toward those agencies charged with the responsibility of ensuring that the content and nature of academic programmes, and the processes and procedures in relation to quality assurance and enhancement are appropriate and effective in meeting the needs of the customer and requirements of stakeholders.

At the time I commenced this project, in September 1998, external demand for accountability in higher education had been addressed through the advent of the Quality Assurance Agency (QAA) in 1997 and its development of an approach toward quality assurance and enhancement through subject review for HEFCE funded programmes. This approach lasted, with only minor amendment, throughout the period October 1998 to December 2001. The Dearing Report, Higher Education in the Learning Society (Dearing 1997), informed the agency of its remit and underlined

its responsibility as guardian of public interest to assure stakeholders of standards and quality in higher education.

In October 1997 a new remit was also given to the revised and newly constituted Teacher Training Agency (TTA) by the Secretary of State for Education and Employment in England and Wales, the agency was charged with the responsibility of ensuring that standards were raised in the teaching profession and initial teacher training programmes (DfEE circular 10/97). The DfEE circular 4/98 was published in the following year establishing a framework for the assessment of quality and standards in initial teacher training. It provided the basis for inspection by the Office for Standards in Teacher Education (OfSTED) through independently appointed HMI inspectors and defined the standards required to be demonstrated and attained by trainees before Qualified Teacher Status (QTS) could be conferred upon them. The circular also required that training programmes were delivered in partnership between HEIs and primary and secondary schools.

Approaches toward quality assurance and enhancement at Middlesex University have also changed over time. Initially they were determined by the Academic Development and Quality Assurance department of the University (ADQA) with an emphasis on curriculum development as well as quality assurance within the institution. Latterly, the Universities re-named Quality Assurance and Audit Service (QAAS) has chosen a methodology that closely reflects QA approaches based on QAA methodology, that of subject review and audit.

Within the School of Lifelong Learning and Education (LLE) at Middlesex University the quality of academic provision is judged internally through the processes and procedures defined by QAAS and externally by one of the two aforementioned external agencies, the QAA or the TTA. Academics who manage and deliver ITT programmes, however, find themselves answerable to all of these quality regimes because internal university QA procedures are modelled on QAA



methodology, as demonstrated in successive QAAS procedures handbooks, whilst OfSTED inspection is based on the TTA standards and measures of quality.

On the basis of my professional experience and current position as Director of Curriculum, Learning and Quality within the School of LLE, I am ideally placed to judge the value and effectiveness of these changing and contrasting approaches toward quality assurance and, at the same time, in a position to examine each of their demands and suggest how to manage any conflict in approach that arises from them. Hence, the focus of this project is the exploration of the following research question, 'How can contrasting quality assurance and enhancement methodologies be managed within the School of Lifelong Learning and Education in order that they satisfy internal and external agency demand?'

Figure 1 on the following page shows the pattern of change of QA methodology that emerged through QAA, TTA and University activity from 1997 onward. It identifies those significant events that informed the work based project as it developed and the context in which research and project activity took place.

This doctoral project, therefore, consists of producing documents for various quality assurance and enhancement exercises as required by various agencies (see Volume Two) and undertaking a critical examination of what this entailed with a view to producing a more coherent approach and effective QA system in the future.

Figure 1: The time scale of events showing the development of quality assurance methodologies, policies and processes over time.

	1997/1998	1998/1999	1999/2000	2000/2001	2001/2002
QAA	July 1997 Dearing : Higher education in the learning society	New subject review methodology introduced			Revised institutional audit methodology and greater emphasis on self regulation March 02/15 HEFCE report, "Information on quality and standards in higher education" Final report of the task group.
University	Quality Assurance and Audit service		June 2000 RAP : Review of academic provision : Education		
School		October 1998 : the required introduction and implementation of TTA Standards  OfSTED inspection of MFL	Development of the self assessment document  Preparation for subject review	October 2000 Education Studies subject review	OfSTED inspection MFL
TTA/ OfSTED	October 1997 : Newly constituted board of TTA  June 1997 ; Introduction of DfEE Circular 10/97 and standards				September 2002 : Introduction of DfES circular 02/02 Standards for the award of qualified teacher status and requirements for initial teacher training.

## CHAPTER 2

### TERMS OF REFERENCE AND OBJECTIVES

Quality assurance methodologies in higher education have been modified and, on occasions, significantly changed in response to Government policy and demand and as a result of the outcome to consultation and evaluation carried out by the QAA and TTA.

Higher Education Institutions and professional bodies have responded to and engaged in these consultative processes in order to influence the nature of future QA approaches but have also been proactive in influencing policy and practice through pressure group activity (NaPTEC 2001). Dissatisfaction with agencies has arisen in HEIs when consultation has seemingly had little influence on policy and practice, when time for consultation has run out, and when partnership between the agencies and the HE institutions has broken down. The TTA have acknowledge some of these difficulties, for example in 1998/9 when it stated, 'It was unfortunate that, because of the need to await publication of Circular 4/98, the consultation had to be compressed within a relatively short time scale.' However, when approaches and processes have been established, most HEIs have shown a commitment to the new methodologies given the need for external verification by, and accountability to, funding bodies and stakeholders.

Such conformity has not, however, dispelled doubts and raised questions over the design and validity of agency methodology. HEIs who are subject to reviews and inspections and their resultant judgements have, at times, express dissatisfaction with the process and outcomes as reported by Underwood (1999).

The underlying belief of this study is that HEIs and academics will most positively subscribe to QA processes in which they recognise that the chosen methodology

usefully contributes to the improvement and raising of standards within their higher education institution; that, through the process, a true understanding and accurate assessment of the quality of provision is established and that the methods adopted are truly supportive of self improvement and not just time consuming exercises that simply maintain the status quo; that the real effect of being involved in any quality assurance process has a positive effect on the institution, programme and individuals who are subject to them.

It is the recognition of these intentions and outcomes, I would claim, that go some way to establishing a set of criteria by which to judge the relevance and validity of QA processes. It is these I have chosen to apply when measuring staff satisfaction with QA processes and procedures within the School of LLE.

Measures and instruments for quality assurance and enhancement are threefold. OfSTED inspection reports and scores and QAA final subject review reports indicate the quality of provision of HE providers and internal processes such as the review of academic provision, review and revalidation, and annual monitoring report writing are designed as instruments for setting standards and judging and enhancing quality. But how effective and valid are these, both individually and collectively, as measures and instruments for self improvement and how well are they regarded by academic staff who are subject to them and engage in them?

The intention is to establish the relevance of developing refined approaches toward quality assurance in order to accommodate external demand under a common system. Each area of critical analysis will establish sources of conflict of interest amongst academics and may provide an indication of the way in which these may be resolved.

At Middlesex University approaches toward quality assurance and enhancement have been modelled on QAA methodology perpetuating an additional QA burden on staff and their ITT programmes, namely, that they manage and satisfy both internal QAAS and external QAA methodologies and demands as well as those of the TTA. Such

demands generate a tension and conflict of interest in academic staff within the School of Lifelong Learning and Education (LLE) because they are answerable to each of these agencies. Their reaction draws into question the validity of the QA approach they currently manage especially when measured against the criteria, as previously stated, which staff are likely to apply when judging the relevance and appropriateness of the QA process they are expected to subscribe to.

Clearly, it is advantageous for the University to develop and maintain a common QA system for all its provision. In doing so it can manage and audit the monitoring and evaluation processes effectively and efficiently, extrapolate computer data and information in a common form that satisfies internal and external requirements, and remain in control of systems and evidence provided for interpretative purposes in relation to quality outcomes. However, it would seem that the common system fails to give recognition to the often made claim that different demands made on staff in the School are not recognised and solutions not sought to the conflict of interest they experience when managing different QA processes.

In the broader context, and at a national level, views are expressed that the QAA and TTA should work more closely together and recognise the excessive demands placed upon institutions where both quality regimes operate, in order to develop QA systems more in unison with each other. 'Among the issues discussed was the potential for creating closer parallels between the OfSTED/ITT inspection process and the quality assessment arrangements for other areas of higher education operated by the QAA.' (OfSTED 2000, Annex F)

At another level, discussion continues about the autonomy of HE institutions and their right to create and define the nature of knowledge borne out of research rather than as a reaction to instrumental understandings of the vocational world and definitions of essential knowledge and skills laid down for quality assurance purposes. (Barnett 1990)

At the national level there is an indication that both quality regimes wish to control the curriculum and content of programmes within higher education. This is demonstrated by the QAA which has focused on the traditional degree subjects when developing subject benchmarks and by the TTA and OfSTED who have focused on outcome statements and standards stated in Government circulars DfEE 4/98 and DfES 02/02 and on the exit profile of the trainee in initial teacher training.

Knowledge is being defined by the quality agencies in such a manner that they are seen to be moving toward a model of skills and capability, removing institutional control and autonomy in the field of knowledge creation and understanding, whilst reaching the goal of standardisation. The academic community is consistently challenged by such developments and can be shown, through an examination of literature, to have questioned the purpose of change in quality assurance and enhancement regimes particularly when they require adherence to a particular content within academic programmes. (Barnett and Griffin 1997)

A number of commentators including Brown (1998), Wright (1999) and Underwood (1999) identify historical and political trends, Government agency reports, legislation and edict that demonstrate the changing focus and demand of external bodies.

Wright (1999, p.1) questions, 'why quality assurance has become such a major topic of concern in Britain?' given that university teachers and academics have always been interested in the quality of what they do. He identifies three strands of development that have come together over the past fifteen years that have caused quality assurance to become the major topic it now is,

- (a) A general concern that those who receive public funds should be more accountable for them. (This was a dominant theme of the Thatcher Government, who coupled it with a profound mistrust of all established professional groups)

- (b) particularly following the great expansion in the early 90's, a suspicion that the new universities which the Government had created out of colleges and polytechnics were not all offering

degrees of a sufficiently high standard, reinforced by the common belief that, in respect of students, 'more means worse'

(c) the re-conceptualising of students from 'pupils' to 'customers'; consumers who therefore require market information to make their choice of university and course.

(Wright 1999, p.1)

In respect of the first strand there is no doubt that parallels can be drawn between more recent HEFCE and QAA demand and a well established regime of accountability through the DfES, OfSTED and the TTA.

The TTA has played a major part in defining the ITT curriculum, of requiring that trainees are prepared so that they can deliver the National Curriculum in schools, and of ensuring that their teaching skills and capabilities meet the threshold outcomes and standards they have laid down. Student numbers and funding are dependent upon successful inspection results, determined by OfSTED, with more highly rated providers benefiting at the expense of those who fall short of quality. (OfSTED 2002, para, 1.2)

Emphasis has been placed on HEIs being accountable to stakeholders - Government, school, parents and pupils - for the quality and raising of standards in education. Judgement is made, both on the quality of training and assessment of trainees and of trainees' teaching measured against national standards for the award of Qualified Teacher Status.

Underwood (1999, p.7) observes the parallel, 'that approaches toward quality assurance through the QAA are consistent with its general shift of emphasis from process (content and delivery) to outcome (competence and capability of the graduate).'

What is striking about the current proposals from the QAA is their emphasis on learning outcomes, graduate competencies, programme specifications and such like, an emphasis apparently in response to the demand for information on these matters from

higher education's stakeholders, employers, students, their parents and, of course, the Government

(Higher Education Digest. Spring 1999, Issue 33 p.1)

All this suggests a further move towards a 'consumerist' form of accountability in higher education.

The good institution will be entrepreneurial and, perforce, have its objectives set not by the academy alone, nor by central Government, but by the negotiations and quid pro quo's set in a competition which is fed by public funds but which operates as a market.

(Becher and Kogan 1992, p.171)

Underwood (1999 p7) is also clear that there, 'is a move toward skills based outcomes as synonym for objectives' and that 'units being visited in 1998 - 2000 should ensure they have clearly identifiable course outcomes which can be configured in terms of the Dearing four skills formulation.'

Dearing (1997) in the summary section of his report paragraphs 38, 39 and 41 states,

There is much evidence of support for the further development of a range of skills during higher education, including what we term the key skills of communication, both oral and written, numeracy, the use of communications and information technology and learning how to learn. We see these as necessary outcomes of all higher education programmes.

The strongest single message which we received from employers was the value of work experience. This is particularly emphasised by small and medium sized enterprises who need new employees to be able to operate effectively in the work place from their first day

We have emphasised the need for students and employers to be well informed about what higher education offers. They need clear statements about the intended outcomes of higher education programmes and the levels at which it is possible to leave with a recognised award



*We recommend that institutions of higher education begin immediately to develop, for each programme they offer a programme specification which identifies potential stopping off points and gives the intended outcomes of the programme in terms of:-*

- *The knowledge and understanding that a student will be expected to have on completion*
- *Key skills : communication, numeracy,, the use of information technology and learning how to learn*
- *Cognitive skills such as an understanding of methodologies or ability in critical analysis*
- *Subject specific skills such as laboratory skills*

(Dearing 1997, Paragraphs 38,39,41)

Given that Dearing's recommendations have formed the basis on which QAA demand is based and that institutions subject to the peer review process are judged, in essence, against the Dearing agenda, it can be seen that stakeholder demand has been placed at the forefront of concerns, that the nature and content of courses is being more closely specified by them and that universities are being held more accountable to their students through such devices as programme specification and subject benchmarking. There was a fundamental difference between quality control, assurance and enhancement under each of the regimes and methodologies but, given the changing circumstance, boundaries are becoming blurred.

The QAA and the University have , in the past, operated a peer review process where an institution's self assessment provided the opportunity for the 'subject' to define its aims, objectives and intended learning outcomes. Thus, to a certain extent maintaining an institution's autonomy in defining the context of the subject/programme which it delivered. Under the OfSTED inspection regime,

national standards in terms of Qualified Teacher Status and National Curriculum Subjects' programmes of study, define closely the content of courses. This, however, will change with the advent of an audit methodology, self evaluation, programme specifications and bench mark standards. Greater specificity will be imposed on the academic provider from the centre.

It is clear that the two methodologies of peer review and external inspection are different in their processes and procedures and purposes, the former looking to measure the quality of the student learning experience, the latter to determine the standards an individual has attained and by implication the quality, therefore, of their training.

Each methodology has a fitness for purpose according to those who designed them but it can be observed that both are exerting central control over the nature and content of programmes. Agencies are taking away the ability of the institution to define and create knowledge and imposing knowledge constructs that remove the essential purpose of those engaged in knowledge creation within the academy.

Gibbons (1994, p.3) defines two types of knowledge, Mode 1 and Mode 2, and offers a construct for analysis of the developing situation within HE provision. He defines Mode 1 as traditional discipline knowledge and Mode 2 as an emerging form of applied knowledge. The new QA methodologies of the QAA and TTA might be claimed to be moving toward forms of mode 2 knowledge. An analysis of his definitions of knowledge and listings of its characteristics might provide a clearer picture as to whether this is true or not.

In Mode 1 problems are set and solved in a context governed by the, largely academic, interests of a specific community. By contrast, Mode 2 knowledge is carried out in a context of application. Mode 1 is disciplinary while Mode 2 is transdisciplinary. Mode 1 is characterised by homogeneity, Mode 2 by heterogeneity.

Occasionally, Mode 1 is hierarchical and tends to preserve its form, while Mode 2 is more heterarchical and transient. Each employs a different type of quality control. In comparison with Mode 1, Mode 2 is more socially accountable and reflexive. It includes a wider, more temporary and heterogeneous set of practitioners, collaborating on a problem defined in a specific and localised context.

(Gibbons 1994, p.3)

Most importantly Gibbons (1994, p.vii) expresses the view that the new form of knowledge production has particular effects and these I would contend are exhibited in the developments taking place in the higher education curriculum at this moment in time.

A new mode of knowledge production affects not only what knowledge is produced but also how it is produced; the context in which it is pursued but also how it is organised, the reward systems it utilises and the mechanisms that control the quality of that which is produced.

(Gibbons 1994, p.vii)

What counts as knowledge, according to Barnett and Griffin (1997 pp167-179) is questioned especially because newly created knowledge, identified within their book as 'mode 2' is focused on competence, performativity and 'knowledge in use' in the wider world. It is action based and is created and responds to the stakeholder requirement rather than the academy. According to them the demands for massification in HE, marketisation and modularisation have diverted the production of knowledge from propositional knowledge, produced internally (mode 1) to that pertaining to external, vocational ends.

This is confirmed by the definition offered by Gibbons and his claim that

The emergence of Mode 2, we believe, is profound and calls into question the adequacy of familiar knowledge producing institutions, whether universities, government research establishments, or corporate laboratories.

(Gibbons 1994, p.1)

The terms of reference for my project activity arise from an understanding of the foregoing description of the context in which my work began and continues. The project has been bound by what is possible given the nature of external methodologies in existence at the time and the externally designed instruments and measures that have dictated the manner in which Middlesex University and the School of LLE QA system operates.

The nature of knowledge creation and control also have a bearing on what might be possible in a changing HE context. Any response requires a positive outlook on the demands for social accountability and move toward Mode 2 knowledge.

Given the special situation the School finds itself in, accountable to two regimes, each area of project activity has been critically appraised in order to determine the match between it and the criteria by which the relevance and validity of QA methodologies may be judged.

There are three areas in which the project activity is critically analysed, these relate to processes that operate within the QA systems.

The three main areas of critical analysis that frame this work based project are

- i) Externally Imposed Methodologies - aspects of review, audit and inspection
- ii) Autonomy and Self Regulation - setting standards
- iii) Common Institutional Approach - measuring and enhancing quality

Project activity and an outcome associated with each case study arose through the everyday demand of my work. Therefore, each area subject to critical analysis is the result of collaboration between myself and the work of academic and support staff in the School of Lifelong Learning and Education. In addition to the impact of this study on my immediate community of practice, I envisage that it will be of interest to the wider professional community within universities and Government agencies.

## CHAPTER 3

# METHODOLOGY

### THE RESEARCH QUESTION

As declared earlier, the principal question this work-based learning project seeks to answer is, 'How can contrasting quality assurance and enhancement methodologies be managed within the School of Lifelong Learning and Education in order that they satisfy internal and external agency demand?'

### TWO PROPOSITIONS

Initial analysis and consideration of the context in which the question arises suggests,

- that processes and procedures within different quality assurance and enhancement methodologies can be brought more closely together to satisfy external and internal demand whilst also resolving issues of conflict of interest amongst academic staff
- that institutional recognition of significant differences in demand made by quality regimes can be accommodated within a common based QA system thus benefiting the efficiency and effectiveness of the process administered by the School of LLE avoiding unnecessary replication of effort amongst academic staff

These two propositions have been established based upon my understanding and experience of managing existing QA approaches and methodologies within the School of Lifelong Learning and Education and engagement in major QA exercises (see Volume Two). I am using these as case studies of specific instances in order to establish interactive processes at work. Yin (1994) differentiates descriptive,

explanatory and exploratory case studies. I am using case study material for exploratory purposes.

My intention, through evaluative research based on case study and documentary evidence, will be to report and analyse current situations, to gain an understanding of the reaction of academic staff toward current and newly introduced approaches and modifications to QA approaches; to suggest how any newly designed approach might be implemented; to identify barriers to implementation and assist in developments that might overcome them. This intention is commensurate with Robson (1997) and his definition of real world enquiry.

This, he says, is characterised by an emphasis on solving problems, predicting effects and gaining effect through the activity. He is clear that real world research is

‘essentially some form of evaluation’, an applied research being concerned with defining real world problems or exploring alternative approaches, policies or programmes that might be implemented in order to seek solutions to such problems

(Robson 1997, p.171)

Real world research involving me as an insider researcher may cause some to question the validity of any outcome to my work. I recognise the diametrically opposed positions, insider v’s outsider, but would claim that in this circumstance, I am appropriately positioned because I have the insight to develop the research project as a ‘real world enquirer having a good idea of the ‘lie of the land’ and a wish to look for something quite specific while still being open to unexpected discoveries.’ (Robson 1997, p.19)

Indeed, my major research resource has been my pre-understanding which Gummesson (1991) asserts covers such areas as understanding the context and environment, providing sources of information, propositional knowledge and decision making processes. My role within the former School of Education as Curriculum

Leader for the subject 'Education, Design and Technology', Programme Leader of BA Design and Technology QTS, Course Head of Secondary Undergraduate Teacher Training programmes of Initial Teacher Training and my current position as Director of Curriculum, Learning and Quality within the School of LLE have given me this pre- understanding and this project has provided me with the opportunity to reflect on it.

Admittedly, such pre-understanding is never complete or without flaws but given my expertise, background and starting point I would hope to be able to work with reflective insight into the research project and know how best to implement it in order to maximise the effect of the outcomes to my work. Consequently, I feel best placed to extend my understanding and suggest in what way desirable change might take place and be able, in time, to monitor the effect of any change suggested.

My intention is to establish the validity of my assumptions, that is, that these are real problems, and to critically appraise the outcome to QA processes, procedures and activities within the School so that the problem/s can be fully described and understood. In order to verify my findings my approach relies, not only on evaluation through case study, but also employs primary documentary analysis as a measure and comparison with initial findings. Such an approach will establish a means of making comparison and establish the validity of outcomes.

I have found that each area I identified for case study was affected by amendment and change to policy, especially lately, with the revision of the QAA review process (QAA 2002) and introduction of new OfSTED inspection approaches (OfSTED 2002). Such change to processes and procedure, including those in the University (QAAS 2000 and 2001), have occurred on a fairly regular basis. It therefore became difficult at times to return to my original intention of suggesting alternative or revised approaches to current problems because, with every change, greater priority seemed to fall on the latest statement and latest initiative. But, of course, this was not surprising given that consultation by agencies was always likely to bring about

change at the external level. Such a situation is also understandable given that, 'someone attempting to carryout a form of enquiry into the situation in which they themselves are working or living will find that the change aspects become virtually impossible to separate out from the enquiry itself.' (Robson 1997, p.7)

By framing my work under each of the three areas identified for critical analysis i.e. externally imposed methodologies, autonomy and self regulation and common institutional approach, I have been able to accommodate, more happily, the ebb and flow of change and place outcomes to my work more naturally into an appropriate category for critical analysis.

## CRITICAL ANALYSIS OF PROJECT CASE STUDIES

1. In relation to 'Externally Imposed Methodologies' the outcomes to my project activity and case study are documents and materials relating to QAA subject review and OfSTED inspection.
2. In relation to 'Autonomy and Self Regulation' the outcomes to my project activity and case study are documents and materials relating to the development and production of programme specifications in the light of QAA benchmark and TTA, ITT standards.
3. In relation to 'Common institutional Approach' the outcomes to my project activity and case study are documents and materials relating to the process of annual monitoring.

Figure 2 shows the extent of demand made on the School of LLE in the sphere of quality assurance and enhancement by the external agencies and the University's QAAS central unit. QAA demand applies to all provision within the School because the University chooses to model its QA on QAA methodology, however, for ITT



programmes an extra tier of demand is made indicated by the listing under the 1TT heading.

I have chosen an evaluative research approach because the outcome to my work lends itself to the natural selection and identification of problems arising from the work of myself and others involved in QA processes within the School. (Robson 1997, pp.170-186)

Project activity and documents are in place enabling an evaluation to be made. Their existence has allowed me to identify three areas for critical analysis and will enable me to report back, in a structured manner, to the School and University through committees and quality forums such as the School ASQC and Directors of Curriculum, Learning and Quality and QAAS meetings, on outcomes from the research.

Figure 2 : Emerging project areas

QAA	MIDDLESEX UNIVERSITY	INITIAL TEACHER TRAINING
The national HE qualifications framework		
Subject bench marks		Professional standards for qualified teacher status
Programme specifications		Requirements placed upon initial teacher training programmes
Codes of practice		
	Learning and teaching strategy Learner autonomy Review of learning outcomes Review of assessment practices	
Subject reviewers and auditors		Inspectors
Centrality of the external examiner role		
Published report on quality	Annual monitoring report, internal publication	Published report on attainment of standards
	Quantitative Entry qualifications 'drop out' rates progression and achievement student employment	

The purpose of my evaluation is both formative and summative and the intention is to be developmental, providing the opportunity for improvement and modification to the School and University processes, procedures and their management; Also reportive, concentrating on the effects and effectiveness of current practice.

In this respect a series of statements relevant to each area of critical analysis have been identified on the basis of my pre-existing knowledge and experience, especially through my work with Curriculum Leaders and Academic Group Chairs within the School and work with the wider academic community; through membership and sometimes the chairing of validation events as well as attendance at conferences, workshops and seminars nationally.

These informed the development of the propositions and the basis on which the research was formulated.

#### Statements in relation to the three main areas of critical analysis

##### i) Externally Imposed Methodologies

- that current systems are paper bound and overly bureaucratic, therefore, time consuming and a distraction to the main function of the academy that of learning and teaching.
- that the processes of review and inspection fail to examine what they set out to examine i.e. the student learning experience and attainment of standards, respectively, and are more likely to test an academic team on how well they prepared and managed an event such as that of review or inspection.
- that externally imposed methodology is unable to provide valid and reliable judgement about current quality and standards.
- that current methodologies provide information and understanding that is of benefit to the stakeholder and provider
- that the system of quality assurance encourages self regulation and self improvement
- that numerical scores and ratings applied to 'cells' or aspects of provision provide an objective means of assessing quality within an academic programme
- that subject review methodology encourages the coming together of the subject team, provides a bonding toward common purpose and allows academics and

students and support and administrative staff to evaluate in depth their achievements of enhancing the student learning experience

- that OfSTED inspection detracts from the creation of the team with common purpose. It isolates individuals and creates an isolationist, confrontational environment, one in which defence dominates

ii) Autonomy and Self Regulation

- that the quality assurance processes are dominating our purposes being overly concerned with the measurement of outcomes; less concerned with educative purposes and enlightenment but rather focused on instrumental outcomes and competence to do a specific job
- that quality assurance methodology is constantly changing. Internal and external responsibilities continue to be redefined. Thus raising questions about what is being quality assured. Knowing how - knowledge within the working context, knowing that - knowledge within the academy
- TTA criteria continues to focus on knowing how and the work context and therefore consistently quality assures in relation to its own standards. QAA criteria focuses more and more on standards; Benchmark standards defining the nature of the subject.
- Therefore, in both cases judgements about QA are based upon standards providing little opportunity for knowledge creation outside of traditional definitions.

iii) Common Institutional Approach

- that the methodologies of OfSTED and QAA cause conflict in the management of quality systems in the School and University
- that academics are subject to one, the other or both external quality assurance methodologies, finding demands counter productive to their main focus - especially with regard to imposed internal systems upon ITT based programmes

- that there is little compatibility between QAA and OfSTED methodologies such that QA methods internal to the University and School can be refined to accommodate both within a more refined and efficient system
- that quality assurance methodology is moving still further away from the subject review methodology and for reasons of rationalisation and efficiency is adopting an audit approach.

My evaluative research is organised in order that I might identify the various interactive processes at work within a case study and critically analyse documentary evidence associated with the overarching project area.

The case studies represent the opportunity to deal with a full variety and multiple source of evidence as acknowledged by Bell (1993), Robson (1997 and Yin (1989), and to examine and investigate a contemporary phenomenon within the real life context that is of particular interest to me and of concern to a specific group of academics within the School, namely, those operating in the ITT field.

The existence of certain case study outcomes lend themselves to an exploratory project which seeks to describe and explain current circumstance whilst at the same time providing an opportunity to influence policy and practice at the School and University levels. The research provides the opportunity to find out how 'innocent' participants feel, believe and act within the arena of quality assurance.

The case study approach has been chosen because the project outcomes I examine might be regarded in the same sense as those pertaining to the introduction of a new approach, development or innovation (Bell 1993). The writing of a self assessment document; the introduction of new standards and means by which to measure quality; writing programme specifications for the first time; and designing and introducing appropriate ways to develop effective monitoring and evaluation through action planning are the current activities I have set out to analyse and evaluate.

Critics may point out that case studies have limited validity and value to others but I have provided a balance in the research by also examining and analysing primary documents. In this manner cross references can be made and the validity of any findings confirmed.

Some generalisation arising from the case studies will be possible given that their outcomes represent activities also carried out in areas of this and other national institutions, although, one should be wary of taking conclusions too far. Bassey's (1981) views are relevant here,

an important criterion for judging the merit of a case study is the extent to which the details are sufficient and appropriate..... in a similar situation..... The reliability of the case study is more important than its generalisation.....If by publication of the findings they extend the boundaries of existing knowledge, then they are valid forms of research. (pp. 85-86)

Clearly, there are issues to do with objectivity and removal from involvement in change and development but Robson (1997) seems to support insider research in certain circumstances because outsider research is ineffective as far as change and development is concerned.

The methodology of evaluating case study and primary documentary evidence is chosen because it is likely to negate a reactive effect, by myself, on my own research. Also, it avoids the possibility of negative reaction by other participants when producing documents and literature because they would be likely to regard them simply as a matter of reaction to a requirement (e.g. the writing of an OfSTED action plan, or annual monitoring report for a programme).

The participants would have been innocent of research intentions and thus valid inference may be drawn from the documents and the comments their authors make.

Such interpretations, however, need to be balanced and compared with evidence from other sources in order to achieve a validity to my work and avoid the danger that

selection of evidence and evaluation, by me, could be skewed. Formal minutes of committee meetings and papers arising from the School and University Academic Standards and Quality Committees along with validation reports, programme board of studies and School academic reviews, provide primary witness and evidence of accurate reporting of staff attitudes toward the main themes that emerge from the work. They will also provide a balance between formal documentary writing and spontaneous comment and the comparison necessary in order to corroborate conclusions and inform recommendations and decisions at the later stage.

In this context documentary evidence is regarded by Robson (1997, p.272) as indirect rather than direct evidence and an example of an unobtrusive means of establishing fact. The nature of a document is not affected by any knowledge that it is to be used for an inquiry. "Instead of directly observing, or interviewing, or asking somebody to fill in a questionnaire for the purposes of our enquiry, we are dealing with something produced for some other purpose." In this case, minutes of meetings, formal reports all of which were produced without this research activity in mind.

The use of documentary evidence according to Bell (1993) 'can prove to be an extremely valuable source of data'. She suggests two categories under which they may be placed, primary and secondary documents, of which I am only concerned with those of a primary nature because they are 'those that came into existence in the period under research.' She sub-divides primary source documents into two further categories, of which I am only concerned with the second, 'inadvertent sources, used by the researcher for some purpose other than those for which they were originally intended.'

After comprehensive reading and selection of content it became obvious that the papers and minutes most valuable to the research and critical analysis, see Box I, came from sources that provided a high level and order of analysis in the primary documentation. The School and University academic review, the School and

University Academic Standards and Quality Committees, and validation and review materials proved to fall into this category.

**Box 1 : Documents Used for Analytical and Evaluative Purposes**

The School and University ASQC, School academic review and validation events were forums where unstructured, inadvertent, primary documents arose in the form of minutes of meetings and papers arose and provided an opportunity for analysis of participant comments made by many individuals who were also responsible for the outcomes within the case study area.

Actual selection of primary documentation was based on availability of documents, minutes and files. This represented a comprehensive collection of available material and included papers and minutes from the following :-

- Teacher education management team meetings
- The School academic standards and quality committee
- The School management team meetings
- The School and University academic review
- The University academic standards and quality committee
- Validation and review reports from primary and secondary ITT programmes
- Annual monitoring reports and evaluations
- Inspection action plans and associated materials

The analysis of these primary documentary sources was unobtrusive because it did not influence the comment arising within the committee forum. Also, it was unstructured in the sense that it was at least not structured with the needs of the research in mind. It was a method by which 'real' opinion and feeling could be measured and in which 'real' spontaneous suggestion and reaction was likely to arise.

In certain respects, my official role in this area meant that the research model was based upon observation as 'inspector/reporter' (Robson 1997, p.438). Participants, after entering into dialogue about issues and problems, decide to concentrate on specific problems and what might be done about them, then act to address the selected problem and evaluate the effectiveness of the action.

I have been involved as a learning participant in each of the case studies and through my work have produced, alongside colleagues, documents, papers and reports that, in one sense form the central core of archival , historical evidence but are nevertheless recent and relevant materials which provide a source for critical analysis and reporting on the contemporary problem.

The reporting function that curriculum leaders fulfill on matters to do with quality control, review, validation and audit, provides materials that may be analysed and critically reviewed on the basis of them being unstructured primary documentary evidence surrounding the project question.

Each case study is the collaborative work of the project leader and other academic colleagues, participants who can be observed through the outcome to their work and activity as accommodating, modifying, and providing evidence of reflection and change in approaches to quality assurance.

This approach raises certain ethical issues because of the methodology chosen. Those who have found problems with existing QA processes and procedures and who have felt compromised by the demands of the two methodologies may feel their anonymity is threatened because they may have their feelings and responses recorded within the minutes of meetings. Also, project outcomes they have helped to produce may be associated with a narrow field of academic involvement sometimes only involving themselves or one other academic.



Bell (1993 p. 57) suggests, 'If I had to chose one strategy that I would encourage prospective insider research to adopt, it would be to relate the research report to the pragmatic concerns of the institution.' I will evaluate content of primary documents without reference to individuals but rather to the dates of meetings and express findings in terms of pragmatic concerns.

Although the question of anonymity and confidentiality is of prime importance, it is relevant to note that feedback and critical appraisal, by staff, of QA approaches and activity are invited within the School on a voluntary basis thus demonstrating a culture amongst staff of subscription to the consultative process. Nevertheless, in circumstances where such material is used, it will not be assigned to the individual but to the School as a whole.

In conclusion, it might be expected that a number of benefits will emerge from this research.

Firstly, although focused within the local context, research activity and outcomes to the original research question can be related to other universities and schools, and other areas within this University, all of whom are required to address the demand of different internal and external quality assurance agencies e.g. in the field of health care, nursing, business and law. Other benefits are likely to include :-

- making the process of QA more effective in the institution, school and academic programme
- allowing academics to participate in a system of quality assurance that they value
- further enhancing a culture of quality assurance in the School that provides positive outcomes for students, academics, partners, administrators and support staff as well as the School and University

- positioning subject and programme teams better in order to gain better ratings and outcomes at the time of internal audit, external audit, subject review and OfSTED inspection.

To recapitulate, the purpose of the project is to respond to the research question and areas of concern, to develop a view about the fitness of purpose of each methodology so that, within the academic community, we can more clearly understand the value of, and effect on, current practice with a view to refining those parts of the methodologies that we have some control over.

The need is to refine school and university quality assurance processes in order to satisfy internal and external quality assurance demands and reap the benefit of doing so; to avoid unnecessary replication of effort in the approach and outcomes to quality assurance procedures whilst involved in the process of quality assurance and enhancement including the writing of reports, specifications and action plans that accompany the process. This methodology is designed to enable us to work toward these goals.

## CHAPTER 4

### AREAS OF PROJECT ACTIVITY

#### INTRODUCTION

This doctoral project consists of producing three documents for various QA and enhancement purposes (see Volume Two) and undertaking a critical examination of what this entailed with a view to producing a more coherent and effective QA system in the future.

The production of each document presented the opportunity to carry out a case study on a specific instance in order 'to examine and investigate a contemporary phenomenon within its real life context' (Robson 1997 p.5) and to develop a clearer understanding of issues in relation to the process of self evaluation, setting standards, monitoring the quality of academic provision and action planning in the context of two QA methodologies that currently operate within the School of LLE.

The project has been designed to gain an understanding of the level of staff satisfaction with current QA processes and procedures and the value they give to them.

## **(i) EXTERNALLY IMPOSED METHODOLOGIES**

This area of project activity provides a focus for the critical analysis of some aspects of the QAA review and OfSTED inspection processes and how successfully they are translated into the common university institutional quality assurance processes and procedures. It draws upon primary documentary evidence including inspection reports, action plans and papers from a number of committees within the University and School.

It includes a **case study** which focuses on the **self assessment process** and a **substantive product outcome** in the form of a **self assessment document** produced by me in conjunction with a team of academics at a time leading up to the QAA subject review of Education

The aim is to develop an understanding of the level of satisfaction academic staff have with current approaches toward review and inspection and the value of the processes they are required or chose to engage in.

### **CASE STUDY: THE SELF ASSESSMENT PROCESS**

#### The context

A self assessment document (SAD) was written over a period of one year leading up to the subject review of Education that took place at Middlesex University in the week of the 30<sup>th</sup> October 2000. At the same time a number of OfSTED inspections of ITT provision had, or were due to take place. These have served to provide a comparison between the two quality assurance methodologies leading up to an event

and provide an opportunity to determine the level of staff satisfaction with certain key review and inspection processes.

#### Events, actors and objects

An evaluative document, conforming to the guidance in the QAA Subject Review Handbook 2000/2001 (QAA 2000), was to be submitted to the QAA by 10<sup>th</sup> October 2000. A series of events took place prior to this that were designed to hone the self evaluative quality of the final document and prepare staff for the review visit.

Certain events like the preliminary visit of the Chair of the review were arranged in conjunction with the QAA while others were staged internally by the University, QAAS and myself. These events are outlined in Box 2.

#### **Box 2 : Events in Preparation for the Review of Education**

- Ten school meetings, chaired by me, involving Education academic staff and support staff were held in order to discuss and agree the content of the SAD and prepare for the event.
- Two meetings with University staff including executive members were held to scrutinise iterations of the SAD
- A Review of Academic Provision (RAP) was conducted by QAAS in preparation for the review
- A further twelve meetings organised by me, two for each aspect of review, were held close to the review event to co-ordinate the thoughts and efforts of the academic staff including those from collaborative partner institutions.
- A preliminary meeting with the Chair of the review took place some two months before the review.
- The review took place over a four day period with a series of meetings scheduled each day.

This listing shows that twenty six 'formal events' were organised in relation to the preparation for the review. They involved over 30 members of academic and support staff at various times through the preparatory period. Such facts emphasise the importance placed upon the process by the School and University and the focus given to QAA review by the institution as a whole.

Staff conscientiously engaged in the process and attended those meetings appropriate to them. The majority were only required to attend three or four events over the time of preparation but curriculum leaders and some programme leaders were involved in most events. It was they who felt a considerable burden was placed upon them over this period of time.

In comparison, very few meetings are convened prior to an OfSTED inspection, (see Box 3). Initial contact consists of a briefing between the School and the Managing Inspector and, on a separate occasion, individual staff and subject inspector. Preparation of a written self evaluation is restricted to 100 words per subject heading in relation to the background to the programme, recruitment and selection, structure of courses being inspected and partnership arrangements with primary and secondary schools.

Great emphasis is placed upon professional dialogue between the programme team and the inspectors and on evidence of self evaluation through action planning and setting of performance targets. In all a total of ten events took place prior to, and at the time of inspection.

At the time of the QAA review it was the School of LLE's responsibility to define the Education provision for which it was responsible and present common aims and objectives for it against which it would be judged. The SAD, presented at the time of the review, provided evidence of the complexity of this task given the diverse nature of the programmes included in the review ( see Box 4).

A core team of academics, who had not necessarily worked together before, were identified to write the aims and objectives and it was through a series of meetings held throughout the year, when successive drafts of the SAD document were produced, that I was able to measure staff satisfaction with the process.

**Box 3 : Events in Preparation for OfSTED Inspection**

- One day meeting with The Managing Inspector, a briefing meeting with the Programme Leader
- One day meeting with the Subject Inspector, a briefing meeting with the programme and subject specialists
- Three days of 'training' visit by the Subject inspector in the same week
- Four days of 'Standards' visits by the Subject Inspector in partnership schools
- One post inspection meeting, followed by a written inspection report

Activities and feelings

My source of evidence consisted of papers and files and memo's kept at the time, and an administrator's detailed notes in relation to discussion at meetings; also, impressions that I formed as staff presented and discussed their suggestions for the content of sections of the SAD. These were extended further as the process of development of the SAD entered the stage of external scrutiny by QAAS and University staff, including members of the University executive.

The staff were particularly concerned about the self evaluation process because it involved a lot of people and required the conflation of aims and objectives from a number of diverse programmes under one heading. They felt this was an exercise that under represented and diluted the intentions of individual programmes to an

unreasonable extent. This view was also expressed when writing three of the six aspects of provision, the sections under which evaluation is carried out.

#### **Box 4 : Education Studies at Middlesex University**

Education Studies offers a diverse provision catering for :-

**A. Professionals who have chosen to work and are employed in the field of teaching in Further on Higher Education**

The taught **PG Cert HE** and the collaborative partner **Cert Ed FE** are two year, part-time awards.

The programmes are designed with compulsory modules only, in order to meet professional organisation and association standards.

**B. Students who are seeking flexibility, breadth and choice in their chosen field of study at Postgraduate or Undergraduate level.**

The distance learning **MA for Lifelong Learning** programme offers students the opportunity to accumulate credit toward a **diploma, certificate or masters award** over a self determined period, but within university guidelines and regulations, following compulsory and option modules, usually on a part-time basis.

In the undergraduate curriculum area EDU students can follow Education Studies as part of a **BA Joint Honours award** for three years full-time or on a part-time basis. Education Studies is normally studied with another subject identified within the subject combinations listings published in the prospectus and programme planning literature. Students plan their programmes of study whilst studying at level 1 and confirm their **major and minor subject combinations** at this time. It is also possible for a student who, after following level 1 decides to specialise in Education Studies, to follow a **BA Education Studies Single Honours award**.

Staff were unhappy that accurate and detailed evaluation was not possible in the sections Curriculum Design, Content and Organisation; Teaching Learning and Assessment; and Student Progression and Achievement given the complexity of the provision and the limited word count that was permitted for each section. However,



this concern was dealt with to a large extent, in meetings held at the time, when staff were invited to comment on these aspects of provision.

The final SAD I produced, represented the best attempt at reporting and evaluating the subject but at a number of stages and iterations of writing the SAD, particularly when external scrutiny was offered, academics within the team expressed their dissatisfaction with the process. They felt that, in certain respects, the Chair's comment at the time of the preliminary meeting, that the document was not evaluative enough, was a product of the factors I have raised.

By means of comparison, staff involved in OfSTED inspection expressed a general satisfaction with the preparatory process. Whilst Managing Inspectors and Subject Inspectors were provided with the opportunity to understand the context in which inspection takes place, staff felt meetings were well staged and appropriately organised. No major difficulties were reported to have arisen with regard to the general aims and objectives of a programme, perhaps, because they are defined by the TTA in Government circulars of the time. DfEE and DfES Circulars 4/98 and 02/02 provide ample evidence of this fact. The opportunity for self evaluation is regarded as an effective exercise that fully informs the inspectors and provides time for professional dialogue with the programme team in the preparatory meetings.

My evidence for making these claims is derived from my experience of working with staff involved in inspections, of which there have been sixteen within the School in the last three years, and from the scrutiny of staff debriefing notes about inspection visits and the content of inspection reports. I have also examined in greater detail the written comment of academics from one primary inspection and one secondary subject inspection conducted recently and I have worked with staff from these areas to draw up action plans for OfSTED in order to address the points the inspector raised for consideration and action..

In the QAA review process academic staff claimed that preparation for the event inculcated a team feeling amongst them, especially those who did not normally work together. There was evidence that a supportive group dynamic had developed, not necessarily formed with altruistic purpose in mind but one reinforced at the later stage as a means of support for individuals in order that they could more easily manage the stress involved in the lead up to the review event. Such statements and claims were not made lightly and there was evidence at the review stage of this camaraderie being reinforced as teams were tested in relation to the aspects of provision by the reviewers. Staff confirmed their feelings in debriefing events after the review had taken place.

No such altruistic expressions seem to have arisen from those academics involved in OfSTED inspection. In contrast, they have expressed a sense of isolation, particularly at the time of inspection of training at the University, when they are under the greatest scrutiny. This feeling of isolation may have something to do with the size of the ITT programmes, the fact that normally only one, but sometimes two members of staff are responsible for a subject, and the intensity of the inspection event that takes place over a period of three days.

Individual staff show a high degree of care and concern for their trainees at the time of standards visits. These take place over a four days toward the end of the trainees programme. Inspectors judge the accuracy and consistency of the assessment of trainees against the standards for QTS and grade this inspection 'cell' accordingly. It is the subject staff who assess the standards achieved by the trainees in conjunction with mentors in schools. Staff are intense in their commitment at the times of inspection, perhaps, because they singularly represent their subject and, therefore, stand and fall alone by the results they receive.

## CRITICAL ANALYSIS OF PRIMARY DOCUMENTS

The nature and form of OfSTED inspection will not change dramatically according to the latest inspection guidance (OfSTED 2002). It will remain as an independently run process designed to guarantee that the quality in initial teacher training ensures all QTS trainees reach the standards laid down by the teacher training agency and thus assures stakeholders that our schools are guaranteed teachers who can deliver and raise standards in primary and secondary education.

The QAA methodology has moved toward a self regulatory model placing responsibility for QA processes firmly within the institution. The move has been away from subject review to institutional audit with the QAA giving recognition to the fact that higher education has demonstrated quality across its provision throughout the period of subject review between 1998 and 2001.

The audit process now being introduced by the QAA has already had a significant effect on the QA approach at Middlesex as expressed, for example, in an internal paper (QAAS 2/1/02). At the same time, the TTA has firmly established the standards and expectations of ITT. It has identified the need for ITT programmes to develop robust internal QA processes and confirms that the mainstay of their approach will continue to be inspection, as defined in its revised methodology. (OfSTED 2002)

An examination of primary documents reveals that staff within the School of LLE are positive about many aspects of the external methodologies to which they are subject. At the time of the Secondary Initial Teacher Education (SITE) validation and review (2002), it was stated in the validation overview paper that,

we have developed this programme (PGCE) continuously. One of the advantages of the TTA/OfSTED inspection system is its rigour and frequency. We have regular in-depth evaluations to set action plans in order to deliver improvements

It would seem that the frequency of inspection, sixteen are recorded as taking place in the academic review paper (2001), has encouraged a continuous cycle of self improvement.

The Primary Initial Teacher Education academic group (PITE) has also stated that 'the impact of primary inspection on the whole of undergraduate provision has lead to the decision to change the structure of the degree programme'. This reveals a positive side of the inspection process but masks the negative, continued changing demand that primary ITT programmes have been subject to, that is, to either conform to a generalist or a subject specialist view of the primary teacher.

A school paper presented to the University ASQC (March 2001) reveals,

OfSTED inspectors do not, in practice, always take a common line and , in some cases, responses to issues raised in previous reports have resulted in different inspectors suggesting a return to what we already have. The regularity of OfSTED inspection visits to all course teams is such that this is perhaps inevitable but it is, nonetheless, frustrating and does not enable much stability in provision.

Primary and secondary colleagues have, over the past five years, witnessed and been required to respond to a variety of content changes to their curriculum based upon TTA demand. These have included the introduction of ICT standards, emphasis on literacy and numeracy within the primary phase of education and extension of demand in the teaching about, and auditing of, the professional role of a teacher.

Change in the content of programmes is therefore increasing, and whilst there are calls for a reduction in this rate of change, it seems that managing change through an action planning and target setting process is supported by the primary and secondary ITT teams.

An outcome to discussion at the teacher education management team meeting (5.9.01) gives witness to academic colleagues agreement,

It was agreed that student leaders and co-ordinators would work together to produce action plans after the meeting with OfSTED and the publication of the final version of the reports. Actions arising from curriculum reports must be written in a measurable way so that they can be monitored.

Action plans are developed and published because of OfSTED requirements that inspection outcomes, expressed as points for consideration and action, are addressed and that institutions are brought to account for any perceived weaknesses within their training programmes. Given the current reporting cells for inspection it is unsurprising that action plans are drawn up under each cell heading i.e.

- T1 The quality of training
- T2 The accuracy and consistency of assessment of trainees against the standards for QTS
- ST1 The trainees subject knowledge and understanding
- ST2 The trainees planning, teaching and classroom management
- ST3 The trainees monitoring, assessment recording, reporting and accountability of pupils

These cells do not correlate with the six aspects of provision that are focused on at the time of QAA subject review, nor do they match the University's template for annual reporting and action planning.

Other contrasts are revealed when one considers that subject inspection is often carried out by a single inspector. This leads to questions of validity of judgement about reported outcomes. More significantly, after inspection, a number of subject responses, written by the School, reveal deep seated dissatisfaction with the accuracy

of reporting and it has not been unusual to find as many as ten serious reservations raised about the outcome to an inspection.

In contrast, a response written to the final Education Studies report, Q69 2001, states,

The education review report has generally been received well by members of staff involved in the delivery of this academic provision. It has been written accurately and in a positive manner giving recognition to the considerable achievements and qualities identified within Education with eleven positive features receiving particular mention

ITT programmes are subject to greater external scrutiny than HEFCE funded programmes and it is interesting to note that while a single inspector's judgement of programme quality may be damning and have serious consequences for recruitment and course viability in the future, staff teams often express a feeling of encouragement from the positive comment received about quality from external examiners and co-ordinating and subject mentors in partnership schools (approximately 130 that serve the primary and secondary placement demand).

QAA based programmes at the time of review had four external examiners and approximately 20 placement links for their undergraduates. A considerable greater focus is given to partnership by ITT programmes and, while QAA provision rarely enters into such arrangements, except perhaps with collaborative programmes, heavy partnership demand requires a considerable amount of training and liaison with mentors and their schools.

The nature of partnership means that, 'the quality of these university programmes' is highly dependent on the quality of provision our partner schools offer, according to comment within the School academic review (2001).

Co-ordinating mentors and subject mentors hold significant QA positions when assessing and measuring students against TTA standards and what becomes an issue

at this time is the lack of influence and control the academic staff have over their partners and their assessment decisions. This, even though it is the tutor and the University who receive the judgement about the consistency of assessment of trainees standards, at the conclusion of an inspection

Students perceive difficulties with equity in provision and judgement,

staff agreed with the analysis of the situation (clear differences in levels of effective mentorship in different schools) but explained the problems of QA when in some subjects we are still very short of placement offers. The only solution is continued mentorship training and renewal.

(PITE BoS 14.1.02)

It is recognised, nationally, that partnership requires considerable support and investment through the TTA and through HEIs. At Middlesex, the situation is no different. Outcomes from inspection and evaluation, in the past, have pointed toward the need to 'strengthen mentor training and include clear moderation processes in schools, accompanied by external examiner involvement. Such demands dictate that systems must be put in place to enhance effective partnership and cooperation.

They include agreements, policy statements, guidance and advice so that the processes and procedures relevant to QA in a partnership are understood and it is here that one can recognise considerable differences in the requirement for supportive literature in programmes especially when compared against other academic provision.

SLTE publish five handbooks in order to support the provision, viz programme handbook, general professional studies handbook, school experience handbook, subject handbook and partnership handbook. This represents an inevitable and inequitable level of demand on ITT programmes.

Education studies is required to conform to QAA precepts on such things as placement but the specificity of demand made upon ITT programmes seems considerably more than that made on others.

What is clearly challenging to staff and the ITT programmes is the need to satisfy external demands and those within the University. Analysis of the University's procedures handbook reveals some of the issues concerning demand. The following critical analysis in Box 5 is written in the form of a report to the University identifying the key issues to do with 'recognition within institutional literature' of the differing demand made upon these programmes.

**Box 5 : The Quality Assurance and Audit Service's Procedures Handbook  
2001/2**

An analysis of the procedures handbook and its affinity with external agency demand of the Teacher Training Agency (TTA) and Office for Standards in Teacher Education (OFSTED).

For the purposes of efficacy the DfES, TTA and OFSTED should be regarded as one and defined as a Professional Statutory Body, falling into the PSB category wherever the reference is used within the procedures handbook.

**1 Teacher Training**

1.1 Initial teacher training providers have been required to conform to Department for Education and Employment circulars when designing and delivering Initial Teacher Training programmes. From 1 September 2002 they are required to conform to the demands of DfES Circular 02/2002 and TTA standards and requirements.

(continued on following pages)



1.2 The standards laid down by the Secretary of State for England and Wales must be met by trainee teachers before they can be awarded Qualified Teacher Status (QTS) and the requirements made on training providers and those who make recommendations for the award of Qualified Teacher Status must be met in order to retain registration as an ITT provider and receive DfES funding. These Standards and Requirements provide the **programme specification** for all ITT programmes

1.3 ITT programmes will continue to be inspected by OfSTED against these requirements and the quality of programmes will be measured and declared through publication of OFSTED reports and TTA documents as information for stakeholders.

1.4 It is essential that the ITT programmes at Middlesex University meet the requirements for initial teacher training, in order to maintain its provision and funding, and that they place trainees in a position to meet the professional standards for QTS and thus successfully qualify to teach in primary or secondary schools.

1.6 It should also be recognised that CPD programmes delivered by Middlesex University for qualified teachers are also subject to OfSTED inspection methodology and funding regime.

1.7 It is important, therefore, that the 'Procedures Handbook' is read in this context by those involved in quality assurance and audit procedures pertaining to ITT and DfES and TTA demands and OFSTED inspection methodology rather than that of the QAA and its institutional audit methodology.

The procedures are for the most part appropriate but some amendment to the text as shown below and/or the addition of the above statements 1, 1.1 - 1.6 in the Professional and Statutory Bodies section of the handbook would accommodate the variations in demand made upon teacher training programmes and the academics who manage and deliver them.

Statements in the notes section of the table below may help to explain my thinking behind the suggested amendment, other comments are being developed in order to form the basis of discussion between QAAS and ITT staff regarding recommendations for refinement of internal QA procedures in order to eradicate replication of activity and effort by staff.

2.1 University QA procedures recognise the need for external verification of its processes and attainment of standards and quality. These procedures are geared so that this external verification is sought, at present, at least every six years. This is a period of time determined according to subject review methodology. Self regulation and the introduction of institutional review may cause this period of time to be changed, nevertheless, such time-scales are adopted internally in order to satisfy the QAA regime.

For ITT programmes, HMI OfSTED inspectors carryout the function of the external verifier, but on a more regular basis. It is therefore inappropriate for the University to require the review of ITT provision based upon the time-scale of QA events designed to satisfy a regime to which it is not answerable.

2.2 Inspection results and the publication of TTA measures defining ITT provider quality, supply information for stakeholders when making judgements about institutions and programmes. The demands of the annual monitoring process including the analysis of University generated data, address the demands of the QAA, stakeholders and the source of funding gained through HEFCE. As such neither bear a relationship to one another, other than in the fact that the University has adopted a common QA methodology for all its provision. In order to avoid replication of effort in writing the procedures should be written to accommodate the two regimes.

2.3 A RAP serves an extremely important and valuable function in preparing a 'subject team' prior to a QAA review but has no place or function in the QA cycle to do with ITT programmes. OfSTED inspection do , however, need to be thoroughly

prepared for but, given the frequency and year long duration of inspection, RAP structures and procedures are equally inappropriate. The School of LLE, and ITT programmes, need to consider developing a more supportive approach to academic staff who are subject to inspection. The situation is very different under the inspection regime where individuals responsible for subject 'strands' and aspects of the taught programme e.g. numeracy or literacy within the Primary ITT curriculum are 'picked off' and isolated under the demand of the inspection for over one year. Those unfamiliar with inspection activity can feel threatened and on their own when inspected with negative feelings arising out of the experience. In this respect, QAAS, currently plays no part in preparing staff for such inspections.

Part A : Validation and Subsequent Development Section 3			
page	para/line	suggested <i>amendment</i> to text shown in italic	Notes/recommendations/reflection
14	Line 9	All validation and review events, RAPS, PSB visits <i>and inspections</i> and QAA visits	<p>The validation and review schedule should include information on inspection schedules and approval of provision after inspection.</p> <p>Such a record would reveal the extent of quality assurance ITT is subject to and give recognition to the onward going enhancement of provision, required and agreed with OfSTED, through action plans that inform subsequent inspections as well as activity for programme teams in the future.</p> <p>Action plans drawn up and agreed after OfSTED inspection must be adopted and form the major annual monitoring targets for ITT programmes.</p> <p>However, it is inappropriate for them to be evaluated and approved in the same manner as other action plans arising from annual monitoring reporting given that it is OFSTED who evaluate and agree their appropriateness, providing feedback on the first draft of any such plan.</p> <p>The School and university should, however, consider such plans carrying forward actions that need to be addressed by them rather than academic and support staff at programme level.</p>

16	2.5.3		<p>Deferral of a review. There is a strong argument for removing quinquennial review as a requirement in the QA of ITT provision. Given the amount of inspection activity that ITT is subject to it seems perverse that it should also need to conform to internal processes focussed on QAA methodology as well.</p> <p>An examination and analysis of a newly defined OfSTED inspection methodology demonstrates the coverage given to internal university QA requirements.</p> <p>In this context OfSTED reports should form the basis of annual monitoring reports (when they are available) for ITT and not require replication of reporting processes by the programme leader simply to conform to the University QAA orientated template.</p>
29	3.1.5	in the meantime the check list (guidance 3(i), the University guidance on Programme specifications (Appendix 3i) and the QAA Programme specification Guidelines or PSB materials should be used.	Recognition should be given to PSB requirements with regard to programme specification as well as those of the QAA although considerable commonality exists between the two. (See also suggested amendments to Guidance 3(i) and Appendix 3i, pp 47-50 and pp 109-115; Also 3(x) Guidance pp66-72
30	c (seventh bullet point)	details of PSB requirements, <i>including any variation in demand regarding standard documentation and operation of the programme, and how these have been met</i>	
31	d	and includes the programme specification - this should follow the template in appendix 3c or include the information in the relevant sections or conform to the specification laid down by relevant PSB. Further guidance can be obtained from the Centre for learning development and /or QAA programme specifications guidance or PSB requirements	Chairs and panel members of validations will recognise more readily variations and exceptions to QAA demand may and can legitimately be provided
31	e	QAA subject bench marks & QAA qualification descriptors Appendix 3j or PBS standards	this gives recognition to other sources of demand
32	2	whether the proposal has taken into consideration the relevant QAA subject bench mark or national standard laid down by a PSB and is appropriately placed within the National Qualifications framework	Bench mark standards have been produced by the QAA and relate to provision reviewed and audited by the agency. PSB's may have produced their own standards which require recognition. However, the national qualifications framework has been produced to encompass all qualifications and therefore is relevant to everyone
32	4	whether the University programme specification template or template relevant to a PSB specification has been completed	
35	c, d, e	As in '31 c, d, e above	
49	3 (title and text)  add a bullet point	<p>3. QUALITY ASSURANCE AGENCY OR PSB REQUIREMENTS AND DEMAND</p> <p>It is important to consider the QAA publications when designing a proposal or those pertaining to PSB requirements and guidance.</p> <ul style="list-style-type: none"> <li>• subject bench marks</li> <li>• national standards</li> </ul>	
57	2 The Panel	External Assessors, as subject experts, examine the Programme in the context of the QAA Subject Bench Marks or PSB national standards and the qualifications framework	

66	3(x) first main paragraph	<p>assess the quality of provision. <i>Certain PSB's when conducting inspections will measure quality and the attainment of standards against a common national programme specification.</i> Programme Specifications (PS's) are therefore important documents.</p> <p><i>The TTA and DfES standards and requirements for ITT programmes are available at <a href="http://www.canteach.gov.uk">www.canteach.gov.uk</a> and <a href="http://www.dfes.gov.uk">www.dfes.gov.uk</a> ITT Programme Specifications will be built around these national 'outcome' statements for ITT programmes. Individual programmes may wish to extend these statements to meet the demands of the University template or ensure all other aspects of the University programme specification are recorded within appropriate sections of their programme handbook.</i></p>	<p>OfSTED design their inspection methodology around the national specification of standards and requirements produced by the TTA. ITT programmes at Middlesex should therefore adopt these specifications.</p> <p>Handbooks should be written to include aspects of the University Programme Specification not covered by the TTA document</p>
73	second bullet point	<p>ensure the proposal has taken into consideration the relevant Quality Assurance Agency (QAA) Subject benchmark <i>and/or PSB standards and requirements</i></p>	
74	under the heading 'rationale'	<p>The relevant Subject Benchmark <i>or national standards and qualification descriptors</i></p>	
<b>6 QUALITY REVIEWS IN THE UNIVERSITY</b>			
155	p.ara above 6.1.3	<p>The validation and review schedule is an interactive data base containing information on the stage of approval of all validation and review events, RAPS PSB visits and <i>inspections</i> and QAA visits</p>	

## **(ii) AUTONOMY AND SELF REGULATION**

This area of project activity provides a focus for the critical analysis of some issues surrounding the nature and control of knowledge, the setting of standards, and specification of subjects and programmes within higher education. It draws upon primary documentary evidence including the work and reflection of school academic staff who have been involved in the writing of programme specifications.

It includes a **case study** which focuses on the process the School adopted when **producing programme specifications** and a **substantive product outcome** in the form of a **programme specification** written by me as an exemplar for the writing of other specifications by academics within the School.

The aim is to develop an understanding of the level of satisfaction academic staff have with the requirement to write a specification especially given a continuing debate as to whom is responsible and who controls the knowledge and skills within academic programmes.

### **CASE STUDY: PRODUCING PROGRAMME SPECIFICATIONS**

#### The context

This case study emerged over a period from September 1999. However, greatest activity in developing programme specifications did not begin until a year later, at the time when the University made it clear that all academic programmes must have a specification.

#### Events, actors and objects

Such a demand meant that some 25 academic staff were required to write a specification including those responsible for ITT programmes. At this stage DfES

circular 02/02, Qualifying to Teach (DfES 2002), had not been published so there was a reluctance to begin writing until the content of the circular and its demands were known. The circular would, in due course, confirm the outcome statements and standards to be achieved by trainees by the end of their training programme and, also the requirements needing to be fulfilled by initial teacher training providers. Consultation about the revision of circular 4/98 (DfEE 1998) was being conducted at a time when the University established its requirement to publish specifications but staff wanted to wait for the definitive published document before beginning their writing.

In July 2001 the TTA published a set of consultation documents including :-

- revised standards for the award of qualified teacher status (QTS)
- revised requirements for the provision of ITT
- a handbook to accompany the requirements

However, it was not until September 2002 that the standards and requirements came into effect after their publication some months earlier.

In contrast, taking their lead from the recommendations of Dearing (1997), that institutions of higher education begin immediately to develop, for each programme they offer, a 'programme specification' which identifies potential stopping off points and gives the intended learning outcomes of the programme, the QAA built into their review/audit methodology this requirement.

In the year 2000 the QAA published guidelines for preparing programme specifications and the University confirmed that at validation and review events all new programmes should produce these within the validation documentation. Here was evidence that the University response to the situation was QAA orientated.

Existing programmes were also expected to begin the task of writing so that specifications might be in place, in all programme handbooks, by the beginning of the academic year 2001.

### Activities and feelings

Programme Leaders responsible for HEFCE funded programmes were reluctant to start the process of writing specifications in 1999 on the basis that they wished to receive guidance on the nature and context of such documents. Their reluctance is captured in minutes of meetings held at the time and through my understanding and impressions formed when facilitating the Curriculum Development Group (CDG) and whilst working alongside the School Learning and Teaching Strategy Leader.

The issues they raised concerned the relationship of the specification to the content of LUN's and existing detail in programme handbooks. There was a concern about the intended audience, in particular, the need to publish a document to be read by prospective and current students and stakeholders including employers. It was felt that such a document, written to a specific template (now laid down in the QAAS Procedures Handbook 2001/2002) was likely to be formal in style and less student user friendly than, ideally, it should be.

In September 2001, I published the first programme specification in the School for VAS Visitor Attraction Studies (see volume two) with the intention of this document becoming, if not an exemplar, a sounding board for discussion about the development of a specification.

After some initial workshops and discussion at the CDG, the majority of programme leaders began writing. However, those in ITT programmes remained understandably reticent about the requirement and raised objections of a different nature to other colleagues. These objections highlighted the debate surrounding the control of knowledge, the nature of Mode 2 vocationally orientated knowledge, and the



requirement of the stakeholder (i.e. the Government) that their specification for a programme be delivered by the trainer.

A forthcoming validation and review of PITE prompted the writing of specifications for primary ITT programmes but these seemed not to be the focus of the panel at validation as demonstrated by scrutiny of the validation report. This was perhaps because of the perspectives of the external panel members, all of whom were ITT specialists and possibly not so focused on QAA demand.

It seemed, through discussion at the time, that the demand of circular 4/98 remained paramount. Colleagues within PITE were concerned that they had simply followed a specification writing exercise and that, at a later stage, they would need to revise the specification in order to address the demands of the DfES circular 02/02.

Prior to the validation and review of SITE in 2002, I applied to QAAS for exemption from the requirement to write a programme specification and for the circular 02/02 to be adopted as the specification for ITT based programmes.

I felt justified in doing so for reasons I explain later and was urged to do so by my SITE colleagues. However, the decision of the validation panel was that the outcome statement and standards could not be regarded as a programme specification. Thus reinforcing University demand that they should be written.

I believe that such a decision was reached based on at least one of two perspectives. Firstly, institutional perspectives, in that review & validation procedures are modelled on QAA methodology at the University. Secondly, autonomous and self regulatory perspectives, in that a proposal to develop an MA Education programme, emanating from the PGCE ITT year, would free such a programme from the shackles of TTA control, especially in relation to the content of the 'Masters level' part of its design.

Interestingly, it has been recognised by the School that an MA award be subject to QAA audit methodology and some form of control but, nevertheless, would still have greater freedom of choice about the nature and content of the programme. In light of this understanding, conformity to the demand for a specification would seem reasonable because the programme learning outcomes could be defined by the programme team not by the TTA as external agent.

For PGCE and undergraduate ITT programmes, however, this is not the case. The TTA outcome statements and standards would still apply, a fact that caused ITT staff to question how reasonable it was that the University still required specifications to be written to its template even though the TTA had published a specification of its own..

Their point was that the professional standards for Qualified Teacher Status are a set of outcomes and standards that must be achieved before a trainee is allowed to qualifying to teach. Programme specifications also state learning outcomes and students are required to achieve them in order to receive their qualification. Each type of specification serves the same purpose and, therefore, any demand that ITT programmes write to a specific University template simply reinforced the view that this was a bureaucratically imposed requirement and represented an unnecessary added burden on ITT staff.

Another key issue that staff raised in relation to subject specifications was to do with the relationship of programme learning outcomes to module learning outcomes and the concept of threshold standards. Academics expressed a concern that achievement by students above the threshold standard should be recognised. They emphasised the view that trainees need to go further than simply the achievement of QTS standards.

The debate about the nature of Mode 1 and Mode 2 knowledge and its control becomes important at this stage because it would appear that an over emphasis on the achievement of the standards for vocational purposes overshadows the desire to recognise depth and breadth of learning. It is important, therefore, that the ITT

programmes recognise the opportunity to promote extended learning beyond the level of passing standards in order to teach. Modules and assignments should cater for this need and indicate, through a specification and statement of expectation, as well as by awarding graded results, that more than a pass is required in order for a trainee to benefit from their training and education.

## CRITICAL ANALYSIS OF PRIMARY DOCUMENTS

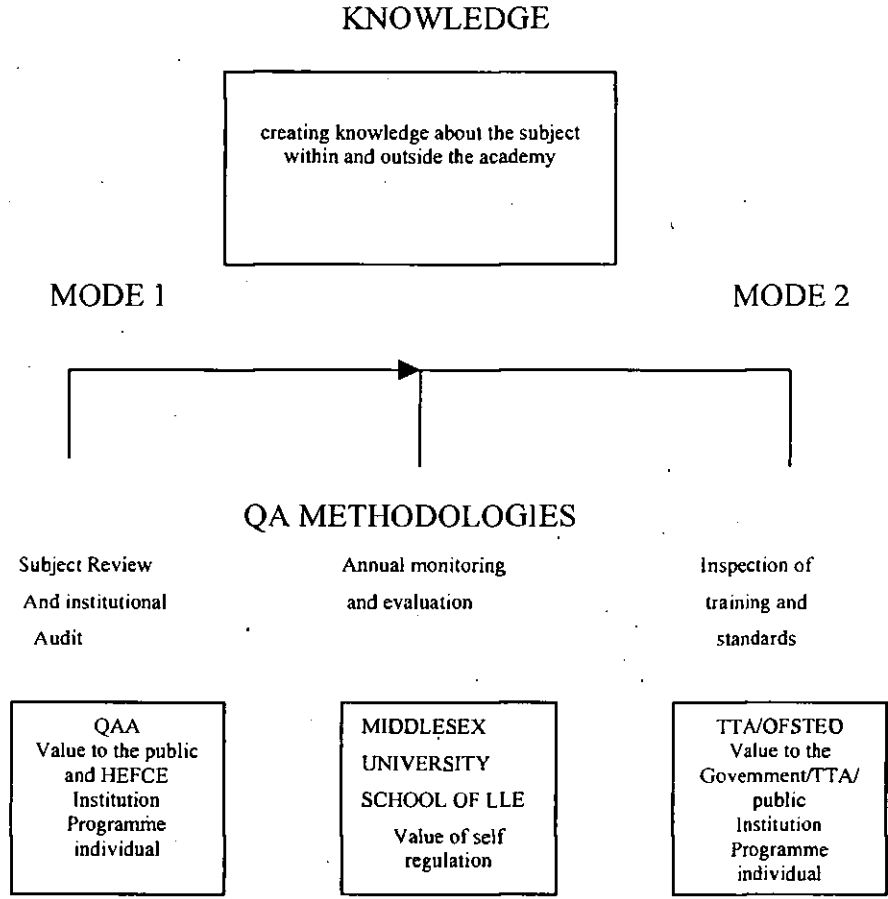
Within the University, internal validation processes and procedures set the standards to be achieved by students within its programmes. Review processes are designed to measure the level of quality achieved whilst also determining approaches that will enhance and improve that quality over time. But although such processes may suggest university autonomy in determining, setting and establishing standards this may not be true. An examination of current documentation confirms this.

Both external agencies have an increasing say in what standards shall be met and the manner in which they should be achieved. OfSTED has defined the outcome standards and measures the quality of a teacher training programme by assessing trainees against these standards (DfES Circular 2002/02). QAA have worked toward a definition of subject standards through benchmarking and are now more intent on ensuring that taught programmes deliver these, see the QAA Benchmark Standards for Education as an example (QAA 2000). Control of the curriculum and the control of knowledge relevant to that curriculum seem to be being lost to the University over time and reflect the perspective expressed by Gibbons (1994) and Barnett and Griffin (1997) as describe in my terms of reference chapter.

What emerges is a picture that shows increasing control over standards, and by implication, a control over the content of the curriculum by external bodies and a move toward competence based models of the curriculum. Programme leaders point out the constraints inherent in writing specifications given this position.

Figure 3 demonstrates the changing relationship between quality assurance systems and types of knowledge that has occurred overtime.

Figure 3 : The changing relationship between quality assurance systems and types of knowledge



It indicates that mode 1 knowledge might be regarded as more related to QAA provision and Mode 2 firmly placed within vocationally orientated ITT programmes. As such, the School, as an agent of the University, sits between the extremes. The introduction of benchmark standards has seemingly changed the balance, as indicated by the arrow in figure 3, such that the model is more heavily weighted toward Mode 2 knowledge, that is, knowledge more competency orientated and specified by the external agency. Benchmark standards form the basis for curriculum design and programme specification, and while no claim can be made that there has been a fundamental shift toward the opposite position, it is clear that programme

specifications must now include the knowledge , skills and understanding defined by the agency. Nevertheless, there is still the opportunity to define subjects in terms of the specialities of the academics who deliver them.

In contrast, the curriculum for ITT trainees is specified in a different manner by the TTA. It defines training in terms of outcomes that must be achieved. These cover (1) Professional Standards, (2) Knowledge and Understanding, (3) Teaching (3.1) planning expectations and targets (3.2) monitoring and assessment (3.3) teaching and classroom management. (DfES 2002)

However, contrary to their initial reservations, staff have recognised that programmes operating under either quality regime can be specified using the common University template.

The nature of demand coming from the TTA has a profound effect on academic activity within the School and on its view of the creation and control of knowledge through research.. There is a view that, in order to improve quality in ITT, rather than diversify in order to break from the ties that the TTA bring, research should be aligned to vocational perspectives,

Whilst the rules governing the research rating in the UK have been constructed around the conditions of research in traditional universities, the new universities have achieved some advance by successfully arguing that interdisciplinary research and a broad range of types of research output can be rated nationally.

(School Academic Review 2001)

The SITE academic group clearly feel that 'staff research activity that is focused on small scale action research is of benefit to the School and students because it can be focused to meet TTA and DfEE targets', it should be accepted, therefore, as research with the same status as other types of research that emerge on a regular basis from 'red brick universities.'

They are claiming that a focus on research pertaining to the development of mode 2 fields of knowledge does not, but should have, the same status as that of other pure and applied research areas. Such a perspective highlights a pressure brought to bear on academics involved with a high demand, vocationally applied curriculum.

There is a feeling expressed by staff that their research may not be regarded in the same manner as other types of research and that whilst of a nature that informs mode 2 activity, this is unacceptable. This may in turn direct the focus of staff away from research toward a more instrumental view of teaching and learning in the academy. They may look more to develop their work along traditionally accepted subject and applied teaching lines rather than diversify into 'acceptable' research themselves.

Control of knowledge in other parts of the curriculum moves away from the academic's view point toward that of the student. Work based learning claims that a form of autonomy and self regulation can be found by developing a curriculum based around a relatively small number of modules which are process rather than content driven.

These modules are designed to be naturally inclusive of knowledge and values however they have been acquired and cater particularly well for individuals driven by ambition and their needs in the working environment. This is an example of an opportunity, that staff have expressly desired, to develop activities free of the constraints of TTA edict.

At present staff seem to be split in their commitment and interests, for there appears to be two trains of thought as to the manner in which the curriculum should develop. Some favour directions that accept external definition, are specified in detail and linked wholly to clearly defined standards, others are more committed to diversity and a freeing from content design and external interference.

In the School academic review (2001) a view was expressed that academics are tied to instrumental design and that this detracts from the effects of research.

there is a need to continually update subject/operational expertise in relation to government legislation, knowledge creation, commercial practice and technical skill.....the impact of current research on academic programmes is not as beneficial as it might be.

(School Academic Review 2001)

The School states that 'it is taking every opportunity to increase its numbers by responding to TTA initiatives and in so doing, further commits itself to the demands that the agency makes and, most importantly, commits more to the controlled curriculum that the TTA inculcates through adherence to standards and requirements for initial teacher training.

A significant view amongst staff is that the School should diversify and move away from this control toward a model where expertise is matched to the needs of those wishing to continue their professional development. However, it is important that such programme should be understood in the market place.

It is here that programme specification will help in the understanding and promotion of an applied subject surrounding 'new' knowledge and purpose and to this extent programmes specification have been accepted unreservedly by the School. Where TTA definition has already been given to academic provision, however, there is a view, previously argued, that re-writing of specification is a counter productive bureaucratic activity. An emerging view is that adherence to national HE standards and specification of PGCE at Masters Level will provide a release from TTA shackles, at least to a certain extent, and return the teacher training programmes back toward an 'education' rather than necessarily training focus.

At the SITE validation the panel was informed that students came to the programmes with a degree in a subject. Any research undertaken was in relation to a and its application to education.

The panel felt that the wording of learning outcomes in LUN's (particularly the final module for each subject) might emphasise education as opposed to training (because this ) indicates autonomous, complex judgements, independent thinking along wider critical evaluative reflection. This might aid any developments the School had with regard to possible Masters awards.

(SITE Review and Validation 2002)

This would open avenues for knowledge development through teacher activity whilst engaging them in their professional work. However, national definitions of Masters level work and associated research have taxed UCET, the School, and other institutions for some considerable time. There is evidence that nationally the PGCE may not carry recognition at academic level 6 or 7 because PGCE 'applied knowledge' and application does not fit the national qualifications higher education framework and criterion defining work at level 7.

Here again a externally derived criteria has a counter productive effect upon a vocationally orientated activity much in the same manner that interpretation of action based, applied educational research is questionable in the context of the research assessment exercise.

Such a position exemplifies the dichotomy that is faced by academics because it is pointed out that, 'CPD and taught masters offer growth areas that would be under the control of University regulations and validation procedures, but with the inevitably consequence that they then become linked to QAA requirements', thus simply moving control from one agency to another.

In an effort to avoid replication of effort, where ITT staff are required to present to trainees a perspective based upon the outcome statements and standards, the School



ASQC and University were approached in order to allow standards and ITT requirements to be adopted as the specification for a programme. This seemed reasonable in the context of the TTA statement, that the two areas of standards provide the framework of values and knowledge which underpin the detailed practical skill of teaching, planning teaching strategies, monitoring and assessment, classroom management and inclusion.

At the SITE validation and review (2002) the panel members agreed, however, that DfES standards could not be regarded, wholly, as a programme specifications, clearly a different form of specification, perhaps along the lines of the extended specification mentioned earlier, will need to be put in place.

### **(iii) A COMMON INSTITUTIONAL APPROACH**

This area of project activity provides a focus for the critical analysis of some issues surrounding the measurement and enhancement of quality within programmes in the School. It draws upon primary documentary evidence including that pertaining to the annual monitoring and evaluation process.

It includes a **case study** which focuses on **the process of annual monitoring** and a **substantive project outcome** in the form of a **school annual monitoring report** produced by me in conjunction with academics who have responsibility for writing reports.

My aim at this stage is to develop an understanding of how well the annual monitoring process serves the needs of the School and University and to measure the level of satisfaction academics have with the requirements of the process and the value they place upon it.

#### **CASE STUDY: THE ANNUAL MONITORING AND ENHANCEMENT PROCESS**

##### **The context**

The annual monitoring and report writing and evaluation cycle commences at the time of publication and circulation of university data and after the receipt of external examinations assessors and auditors reports, normally at the beginning of October in the following academic year.

This case study is concerned with the monitoring of academic year 2000/2001 and the process culminating in the writing of the School of LLE report.

This particular case study uses individual programme reports as a basis for critical analysis and a means of measuring staff satisfaction by examining conformity and adherence to the reporting process.

### Events, actors and objects

Approaches to writing reports vary because of the nature, content and organisation of curriculum areas within the School and the qualifications they offer. The majority of academics wrote single reports for the qualification, one area wrote a single report for the subject as a whole, and another provided single reports for each subject within a single qualification.

Most curriculum leaders wrote an overarching report that attempted to summarise the outcome of writing for a number of programmes and qualifications. In this particular year a considerable emphasis was placed upon the management and conduct of the evaluative process: (a) on comments relating to achievement of goals and closure of actions from the previous year; (b) the identification of action for the following year; and (c) the recognition of good practice arising from the report writing.

At the same time as submission of curriculum area and programme reports, I carried out an evaluation of the effectiveness of the reporting process. A follow up meeting of the School ASQC also provided an opportunity to discuss this further. The final school report was also discussed in detail at a similar meeting.

The following checklist, shown in figure 4, was used to ascertain the effectiveness of this QA process and conformity to AMR writing demand. Fourteen programmes in the School were surveyed.

The checklist determined how well the programmes recorded actions and good practice and whether or not they conformed to the demand to seek evaluation and feedback from another academic within their curriculum area.

Figure 4 : A checklist of effectiveness and conformity to AMR writing demand.

Checklist of aspect of the process	Each column represents a programme														
	Key : '1' was done : 'x' was not done : '-' did not apply														
Well written actions	1	1	1	1	1	1	1	x	1	1	1	1	1	1	1
Clear identification of actions for the School and University	1	1	1	x	1	1	1	x	-	x	1	1	-	1	
Good practice identified	x	1	1	x	x	-	1	-	1	x	1	1	1	1	1
Actions and good practice tabulated	-	1	-	x	x	x	1	x	1	x	1	x	x	1	
evidence of evaluation within the Curriculum Area	x	x	1	1	1	1	1	x	x	1	1	1	x	-	
evaluation covered by DCLQ	1	1	-	-	-	-	1	1	-	-	-	1	-	-	
actions that have already been addressed are listed	-	-	1	-	-	-	-	-	-	-	-	-	-	-	

- The identification of actions is generally good but their presentation in tabulated form is relatively poor.
- Few areas draw out good practice in a comprehensive manner
- Evaluation within curriculum areas is patchy.

Further analysis of the overall process is conveyed in the anonymously presented report in Box 6.

As a result of organising the annual monitoring process over a number of years, I am able to judge that the process has improved especially in relation to writing and conforming to the University template, however, there is considerable opportunity for improvement in these processes.

Some variability still exists in relation to the meaning of headings to sections and the manner in which they are interpreted. Discussion with staff at ASQC meetings confirms this. However, most headings are appropriate for receipt of comment in terms of the context of a particular programme. Interpretation of the section 'Collaborative links' varies greatly and responses in relation to 'Quality management processes' are normally brief.

## **Box 6 : The Annual Monitoring Process : Academic Year 2000/1**

Brief comment on the key elements of the process

### **1 Deadlines - Were reports received by the published deadlines?**

Although a greater amount of time was given for the writing of curriculum area reports three Curriculum areas submitted reports after the deadline. xxx and xxx experienced some difficulty meeting the deadline and xxx was considerably later than the deadline. The School report was submitted on time meeting the newly revised and extended deadline.

### **2 The Monitoring Template - Was each report written according to the published template?**

Overview and Subject/Programme reports including collaborative partner reports generally conformed to the template.

A number of subject reports and some overview reports failed to identify actions and good practice arising from the report or those who would be responsible for ensuring action is taken as required in Sections 13 and 14 of the template.

One programme's reports varied considerably making the task of evaluation problematic. Some reports in this area managed to conform to the University template whilst also incorporating current action plans. These should serve as exemplars for future report writing.

The DCLQ needed to ask two Curriculum areas to produce a summary of actions arising within their area; an xxx response is still awaited.

### **3 Evaluation of reports - Was it clear that every report had been evaluated?**

All Overview reports from CL's were received showing evidence of evaluation. Not all subject/programme reports were signed by another academic after 'local' evaluation had taken place.

The xxx process and approach should be adopted as an example of good practice.

#### **4 Conclusion - Can the process be improved?**

Key to effective outcomes to annual monitoring and evaluation is the identification of clearly defined responsibilities for action to improve and enhance academic provision and the student learning experience. Failure of some subjects and curriculum areas to identify subject and school actions mitigates against such improvement and makes the task of representing everyone accurately in the School report more difficult. It is important, therefore, that in next year's process particular emphasis is placed on this requirement.

Good practice should be verified/verifiable

The identification and writing of actions and listing of good practice are a considerable concern especially because there is a view expressed by staff that,

- the time has passed and action has already been taken to address a problem
- that, although individuals may choose to highlight good practice, many do not because they report that they are not sure on what basis the claim might be made. The issue is to do with verification of good practice and who should judge it.

ITT programmes have requested that the DCLQ gains agreement that HMI/OfSTED action plans be accepted in place of the University action plan. Staff have already expressed a strength of feeling that, since the action plans are developed on the basis of inspection outcomes, it is most appropriate that they should be adopted by the University. Clarity of responsibility is confirmed through the inspection process and there is little ambiguity as to whom should address 'points for consideration and action' in relation to each 'cell' / or aspect inspected.

One problem that arises regularly in the internal reporting system is that actions identified as University responsibility are written without a true understanding of whom should be responsible for addressing them. As a result, the action does not

necessarily get assigned to the appropriate person and, therefore, is not always effectively resolved.

The process of responding to the issues raised by external examiners has been refined by the University after pressure was exerted from within the School by the ASQC committee. It wished to alter the arbitrary manner in which rating was given to externals on the basis of the type of comment they made, comment which was chosen from reports by someone other than the external or programme leader. External examiners now identify, within their reports, issue that require attention and actions. It is these that are carried forward in the action planning process conducted by programme and curriculum leaders.

The process of writing the School report is :-

- dependent on adherence to deadlines by programme leaders
- unambiguous reporting processes
- careful interpretation of data and information
- a refined approaches to action planning
- and presentation of this material in tabulated form so that it might be managed effectively and be carried forward, as well defined actions, to the School and University, as appropriate.

## CRITICAL REVIEW OF PRIMARY DOCUMENTS

The reporting process according to those who are involved in it, is a long drawn out process. Often it appears out of phase with the need to address issues immediately. It is therefore perceived as an accountability exercise rather than a quality enhancement process..

At the institutional level, within Middlesex University and the School of Lifelong Learning, the Director of Curriculum, Learning and Quality (DCLQ) operates the annual monitoring and evaluation process across its academic provision.

The purpose of the process is to consider the effectiveness of the subject/programme in achieving its stated aims and intended learning outcomes/objectives. It ensures that programme aims and outcomes remain current and evaluates the effectiveness of the curriculum and of assessment. It ensures appropriate actions are taken, identifies responsibility and the time scale for these, and informs other services and School plans and strategies

(QAAS 2000/2)

It is designed to measure and enhance the quality of academic provision overtime and in so doing, improve teaching and the student learning experience.

An examination of previous and current editions of the QAAS 'Procedures Handbook' (QAAS, 1995, 2001/2, 2002/3) confirms the QAA focus of the University, identifying a lack of specific reference to ITT provision, except in that the generic label 'professional statutory body' is used to acknowledge, but not necessarily accommodate, the additional demands made by PSB's in a number of academic disciplines and subjects taught in the University including law, accountancy, health, nursing and teacher training.

My pre-experience and current work has provided me with an understanding of many issues and difficulties that surround the process of annual monitoring and evaluation. The process requires reflection on statistics and external examiner reports, collation of reports from a considerable number of other sources and a summation of good practice and action for the improvement in provision.

This then requires monitoring over time and closure of actions with acknowledgement that they have been achieved. The cascade model adopted by the University is reliant upon the handing on of reports from one academic to another. At each stage an evaluation of the previous authors work is made with the expectation that another individual will be in a position to verify that the account is accurate, that significant issues and weaknesses in the provision have been identified and that appropriate actions have been determined in order to deal with these.



Such a system of reporting is reliant upon consistent, detailed analysis produced against prescribed headings and this in turn is reliant upon an individual or group having a clear understanding of what the headings mean. There is evidence in the programme reports and other University schools' programme reports that 'writing for a common purpose' and to a common template is not well understood and at times tackled inconsistently. A number of reasons emerge from documents that perhaps provide an indication of the reason for this,

Subject/programme reports will be created on an annual basis and used to compile reports at School level

The exact nature of reports will be decided at School level but they should be capable of providing the information required to produce the School report.

(ASQC Sept 2001)

Whilst at School level there is a common demand for adherence to a template this is not the case at programme level. Nevertheless, all reports must be taken into account when the School report is written and this is reliant on its author being able to interpret the range of reporting styles that may be received.

Here, a particular problem arises because of the authors target audience. While this has been acknowledged by the University, it creates problems in the process of compiling the School report because the University template must be used,

It was reported that QAAS were attempting to bring the process into line with QAA subject review requirement. Schools had been informed by QAAS that subject areas could compile reports with sections relevant to the demands of OfSTED or QAA but the QAAS report template should be followed re the School report.

( School ASQC Sept 2000, para. 5a)

Those writing in relation to ITT programmes have as their target audience inspectors and the inspection process. The University template uses headings that are used by the QAA and designed in the language of review not teacher training and inspection.

This can be exemplified through examination of sections in current reports. Under the section, 'Collaborative Links', ITT authors write about school partnership whereas others, outside of ITT, discuss their work with partners delivering University programme under collaborative arrangements.

As a result, common based issues do not arise so frequently and create a situation where a considerable number of actions are generated for the School report. This detracts from the effectiveness of developing action plans that are well focused and targeted on key issues.

OfSTED inspection criteria requires that information is received in relation to a key indicator, that is, how well trainees perform as teachers at the end of their course. Staff tend to report about teaching standards and outcome with this in mind.

Progression and achievement is expressed in ITT terms and normally written in relation to one year PGCE programmes and their trainees. Thus, there is great variance in the reporting between ITT focused academics and others with the University template in mind.

the Key indicator of effectiveness of ITT is how well trainees perform as teachers at the end of their course, other factors are a means to this end. Standards are influenced by quality of training, accuracy of assessment of trainees, appropriateness of admissions policy and selection process, and the trainees qualifications and suitability for ITT.

(OfSTED July 1998, para. 1.5)

OfSTED define the nature of the reporting process and staff respond to this both at the time of annual monitoring and especially at the time of inspection.

It is important that ITT reports and action plans are written for an OfSTED audience. At the time of OfSTED inspection, inspectors place great emphasis on action planning and self improvement through evaluation and performance target setting.

Such plans set the context under which an inspection commences and they are the focus after inspection. It is at the concluding stage of the inspection, that 'points for consideration and action' are identified within the sections of the inspection report.

OfSTED identify the actions and expect that these action will be addressed with immediate effect. They point out that they are partners and wish to assist in bringing about self improvement and the raising of standards of training and believe that their methodology will help in this respect

It is clear that ITT staff are anxious to respond to their advice and remark about the inappropriate time of demand for written reports. AMRs are written some 12 - 14 weeks after a cohort has passed through the system and at a time when teaching of the next cohort has reach the Christmas period (one third through their programme). Actions are often taken quickly and changes implemented as soon as possible so that the next cohort can benefit from the change as soon as possible. ITT academics respond quickly to OfSTED demand.

An examination of a full range of reports highlights some of the problems experienced by those who write school reports

Those that had written their reports early had not adhered to the template. They were asked to rewrite to the correct format. They were required to write actions with named persons and dates and general points detailed in the CL overview so that s/he might subsume them in their report.

(Annual Monitoring Review meeting Jan 2002)

The annual monitoring report is a major task...difficult to draw out issues and good practice other than already drawn out...difficult to summarise in a meaningful way. Consideration should be given to actions and evaluation processes to ensure that reports do reflect key issues

(Annual monitoring Review meeting. Jan 2002)

There is a view within the University that Curriculum Leaders should be given more guidance with regard to what information should be included in the programme reports, perhaps using a questionnaire process or by completing a table rather than writing a report. Issue a template ( to fill in) rather than guidelines to build on.

(Annual monitoring review meeting Jan 2002)

While these statements identify some other problems, and suggest at least one solution to the problem of assimilating the broad text of the reports received within the School, it is perhaps reasonable to suggest that OfSTED and other programme reports should stand alone rather than attempt to conform to a common template.

## **CHAPTER 5**

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **CONCLUSIONS**

##### **4 (i) EXTERNALLY IMPOSED METHODOLOGIES**

- There is evidence that a self imposed burden is placed on staff at the time of external scrutiny both by the School and by the University.
- The process of regular self evaluation of the achievements of standards and quality has a positive effect upon enhancement and self improvement especially when geared to effective action planning and performance targets
- Individuals benefit from a group dynamic especially at the time of external scrutiny
- ITT based programmes carry an extra burden because of their required partnership with primary and secondary schools
  - this is manifested through the extensive supportive literature produced in relation to partnership
  - and the inspection process focused on standards and the trainee teacher in the classroom

#### **4 (ii) AUTONOMY AND SELF REGULATION**

- The demand for programme specifications is accepted throughout the School but ownership of the subject and specification may lie more in the hands of a professional body than the University.
- Ownership and control of knowledge both within and outside the academy has influenced the thinking about research and curriculum provision within the School.
- The requirement to produce specifications for all subjects has influenced and had an effect on the ownership debate and on the raising of standards in QTS programmes
- programme specifications may not go far enough in defining opportunities for students to extend and deepen their knowledge

#### **4 (iii) COMMON INSTITUTIONAL APPROACH**

- The need to write for a particular audience has an effect on the content and nature of reporting within sections of the annual monitoring reports
- The reporting function and inspection regime of OfSTED dominates the monitoring of standards within ITT provision.
- There are clear indications that action planning is a strength in ITT programmes borne out of OfSTED methodology, this is less so in other provision where action planning and ownership of actions can be improved
- Identification of good practice is very weak because of a lack of a verification process and assurance that judgement is right

- The timing of the reporting process is felt to lie outside of a useful time scale but such comment ignores the fact that the reporting process is but part of a continuous quality enhancement cycle

## **RECOMMENDATIONS**

That the School and University examine and work to resolve the issue of self imposed burden, especially in the time leading up to external scrutiny but also in other aspects of its QA system.

That the School and University recognise the different demands and formats for action planning and make provision to accommodate both within the University QA process but with a view to capturing the strength of each especially in terms of ownership of actions and recognition of good practice.

The School should explore ways in which to encourage students and trainees to go further in their learning, taking opportunities to extend and deepen it outside of the threshold standard.

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## **VOLUME TWO**

# **CONTENTS**

## **Overview**

**The research question and propositions**

**Three project outcome documents produced through quality assurance activity within each Case Study**

- (i) A Self Assessment Document**
- (ii) A Programme Specification**
- (iii) An Annual Monitoring Report**

**Personal Reflection on Project Module DPS 5160**

## **OVERVIEW**

This doctoral project consists of producing three documents for various QA and enhancement purposes and undertaking a critical examination of what this entailed with a view to producing a more coherent and effective QA system in the future.

The production of each document presented the opportunity to carry out a case study on a 'specific instance in order to examine and investigate a contemporary phenomenon within its real life context. (Robson 1997, p.5). To develop a clearer understanding of issues in relation to the process of self evaluation, setting standards, monitoring the quality of academic provision and action planning in the context of two QA methodologies that currently operate within the School of LLE.

The project has been designed to gain an understanding of the level of staff satisfaction with current QA processes and procedures and the value they give to them.

Each Document contained in this volume represents a starting point for my research and critical appraisal of three aspects of Quality Assurance

The self assessment document is a product of QAA demand and contrasts with OfSTED inspection demand, the subject specification raises questions about knowledge and its control in higher education when compared with the TTA Standards for the Award of Qualified Teacher Status, and the School Annual Monitoring Report represents the internal dichotomy of demand that sometimes exists for members of academic staff who engage in the process of writing such reports.

## **THE RESEARCH QUESTION**

How can contrasting quality assurance and enhancement methodologies be managed within the School of Lifelong Learning and Education in order that they satisfy internal and external agency demand?

### **TWO PROPOSITIONS**

- that processes and procedures within different quality assurance and enhancement methodologies can be brought more closely together to satisfy external and internal demand whilst also resolving issues of conflict of interest amongst academic staff
- that institutional recognition of significant differences in demand made by quality regimes can be accommodated within a common based QA system thus benefiting the efficiency and effectiveness of the process administered by the School of LLE avoiding unnecessary replication of effort amongst academic staff



# **School of Lifelong Learning and Education**

## **Education Studies : Self Assessment Document**

**Advance Documentation  
Quality Assurance Agency for Higher Education  
Subject Review 2000**

**Sent to reviewers on 10<sup>th</sup> October 2000  
Amended stats p14 17.10.00**

# THE FRAMEWORK

## INTRODUCTION

The Education Studies provision at Middlesex University is delivered by the School of Lifelong Learning and Education.

At undergraduate level the subject Education Studies (EDU), which is managed by a Curriculum Leader, is offered as part of the Joint Honours Programme. EDU students, who come from diverse backgrounds and have diverse interests, often choose to combine their study of this subject with that of another thus leading to a major EDU award as part of a Joint Honours Degree.

At postgraduate level diversity of student background and personal interest are catered for by the MA for Lifelong Learning (MA LLL). This offers core study and the opportunity for students to specialise in a personally chosen and self managed field of research interest, at distance, via the Internet. The British Film Institute (BFI), a collaborative partner, delivers two of the option modules. The degree programme is managed by two Curriculum Leaders who share responsibility for its development and delivery.

The Post Graduate Certificate in Higher Education (PGCHE) and the collaborative franchised programme, Certificate in Education : Further Education (Cert Ed FE), are both delivered on a part-time basis and are designed to provide staff, who are teachers within their respective institutions, with certified recognition of their ability to teach and facilitate learning. The programmes also enable them to identify and plan for their continuing professional development needs within the profession. Each programme is managed by a Programme Leader with the Cert Ed FE tutor also acting as the collaborative partner link tutor and coordinator for the consortium of colleges who deliver it.

From October 2000 a PGC/DHE for Fashion Teachers will be delivered by a collaborative partner, The London Centre for Fashion Studies (LCFS). The programme is designed to update the professional fashion skills of its students', and develop their knowledge, understanding and competence to teach and facilitate learning in the field of fashion.

## AIMS AND OBJECTIVES

### *We Aim to*

- A1 enable students to develop their capacity to learn by engaging them in the process, acts and means of learning



- A2 provide insights about the nature of learning in personal, professional and academic settings according to the programme of study they are following
- A3 enable students to develop transferable skills through their programme of study as per University policy
- A4 provide learning and teaching in a climate supported by scholarship
- A5 provide an appropriate level of understanding of the working nature of education in society informing career decisions as part of lifelong learning

***In the following programmes we aim to***

***EDU***

- A6 encourage students to draw on a wide range of intellectual resources, academic disciplines and theoretical perspectives to illuminate understanding of education
- A7 provide opportunities for students to appreciate the changing nature and conflicting arguments surrounding educational theory, policy and practice
- A8 encourage intellectual independence and critical engagement with evidence

***MA LLL***

- A9 provide the opportunity for the student to engage in reflective learning in a subject and/or professional body of knowledge

***Cert Ed FE***

- A10 equip practitioners with the skills knowledge and understanding needed to function effectively in their work roles

***PGCHE***

- A11 equip academics in Higher Education with the skills, knowledge and understanding needed to function effectively in their professional role now and in the future

***PGC/DHE : Fashion Teachers***

- A12 equip postgraduates from the fashion industries with the skills, knowledge and understanding to teach fashion in HE/FE

**Objectives**

***All Students will, at an appropriate level, have***

- O1 a critical understanding, of education and the part it plays in society

- O2** recognised the diversity, complexity and changing nature of education
- O3** acquired the abilities to understand theoretical knowledge and research evidence
- O4** demonstrated the ability to work independently and collaboratively
- O5** acquired transferable skills and have the ability to use these both in the context of their learning and their future life.

*In addition in the following programmes students will have*

*MA LLL*

- O6** developed a critical awareness of the nature and modes of learning in relation to teaching, leisure and work
- O7** developed substantial breadth and depth of knowledge in their dissertation module
- O8** brought a critical intelligence to bear on their field of study
- O9** shown imagination in the application and exploration of issues

*With regard to both the following programmes students will have demonstrated, in relation to the context in which they work*

*Cert Ed FE*

- O10** achievement of the National Standards laid down by Further Education National Training Organisation (FENTO)

*PGCHE*

- O11** achievement of the values and objectives advocated by SEDA (the Staff and Educational Development Association)

*And in common to both, students will have demonstrated an ability to:*

- assess the learning needs of their students and plan and prepare for teaching and learning of others
- use a wide and appropriate range of teaching and learning methods effectively and efficiently, to work with large groups, small groups and one to one

- provide support to students on academic and pastoral matters in a way which is acceptable to a wide range of students
- use a wide and appropriate range of assessment techniques to support student learning, to record achievement and to enable students to monitor their own progress
- evaluate their work with a range of self, peer and student monitoring and evaluation techniques to manage personal professional development.

## **STUDENTS, STAFF AND LEARNING RESOURCES**

### **Student profile**

- S1** Annex 1, sections 1.1, 1.2 & 1.3 detail the number of full-time, part-time and full-time equivalent students in Education Studies; section 1.4 shows current student numbers within collaborative provision.
- S2** 249 undergraduate students are studying within the EDU curriculum. The majority are studying for a major award within the joint honours programme which provides flexibility of choice for the students in the subjects they choose and the programme of study they follow. They are drawn from diverse backgrounds and enter the university with a range of entry qualifications and experience. From the total number of EDU students 228 are home based females, 110 have identified themselves as coming from an ethnic minority and 94 are under 21 years.
- S3** The current EDU entry profile of all these students shows that 104 entered with 'A' level qualifications, 43 with access qualifications, 54 with BTEC, OND and HND and GNVQ qualifications, 28 were mature student entrants and 23 had overseas qualifications.
- S4** The MA LLL targets professional postgraduates predominantly in the social sciences, arts and human sciences, who seek level 4 CPD programmes with a flexible modular design delivered at distance and through the Internet. In the period 1998/9-1999/00 35 students were enrolled with one international student studying in Hong Kong. The location can be regional, national or international.
- S5** The PGCHE and Cert Ed FE provide an opportunity for those in the HE or FE sector to gain academic credit and a qualification in relation to their professional role. The programmes provide induction into the field of teaching and support the continuing professional development (CPD) needs of existing staff. 55 students currently follow the Cert Ed FE, 39 are women. 84 students follow the PGCHE, 42 are women, 40 have postgraduate qualifications, 27 have doctorates.

## **Staff Profile**

- S6** The Dean, supported by three Directors, has overall responsibility for the management of academic provision. Curriculum and Programme Leaders report to the Director of Curriculum, Learning and Quality (DCLQ) on the delivery, quality assurance and development of subjects; The Director of Research and Postgraduate Studies has academic oversight of all postgraduate programmes.
- S7** The School's teaching and administrative staff belong to Academic Groups, with an elected chair who is responsible for promoting and developing each group's academic discipline, engendering academic debate and identifying the training and CPD needs of staff. CPD budgets are managed within the group with a view to democratic decisions as to who might receive funding for professional development that will benefit the group as well as the individual.
- S8** Sixteen academic members of staff teach on the Education Studies programmes. Fourteen are employed full time and two part-time by the University. Fourteen academic staff are members of the School of LLE, two are from other schools.
- S9** Three members of staff provide the core of teaching and academic support within EDU with a further nine members of staff contributing to various aspects of teaching and specialism according to their expertise and research interests.
- S10** In the MA LLL, two academics share the role of Curriculum Leader and have responsibility for the development of learning and teaching in this distance programme. They are able to draw on academic expertise for the development of learning resources in specialist areas and are supported by a full time Web manager.
- S11** On the PGCHE three core university members of staff, and on the Cert Ed FE eight core staff from the consortium colleges, all of whom are graduates and have teaching qualifications as well as a particular interest in learning, teaching and pedagogy, teach on these programmes. Further to these, on the PGCHE, the core staff are supported by a number of university staff who fulfil a peer / teaching observation role.
- S12** The core staff and the main academic contributors across the provision are graduates who through their research and academic and professional development continue to raise the profile of qualification and expertise within the provision. 75% have Higher degrees and of these 25% have Doctorates. 31% of staff are registered and actively engaged in research toward a doctorate and the majority of staff have a teaching qualification.

- S13** Five School administrative staff support the academic provision along with 28 staff (21.3 FTE) in the Campus Student Support Team at Trent Park.

### **Learning resources**

- L1** The Information and Learning Resources Service (ILRS) operates on all campuses. At Trent Park ILRS comprises a library, a computer centre, AV services, a learning and language support tutor and a TV studio. The Campus Learning Resources Manager (CLRM) provides an overview of resources and has a link role between ILRS and LLE.
- L2** The Learning Resource Centre (LRC) is open 74 hours per week during term time, and this is extended at peak times such as coursework deadlines.
- L3** Trent Park library has a stock of over 88,000 items, 20,300 of which are related to education courses. There is also a teaching resources collection of 25,000 items. The library subscribes to 150 education journals, and another 30 are available electronically. The subject librarian for education liaises with academic staff to ensure appropriate provision of materials and user education.
- L4** The library has a web based computer catalogue which records the holdings of the entire university. A variety of bibliographical databases is available on CD-ROM many of which are networked across the University as are most of the broadsheet newspapers. A range of networked databases can be accessed via the ILRS web pages.
- L5** There are 120 study spaces in the library. Video machines and CD, cassette and record players are provided for student viewing and listening, as well as a language room with satellite tv, and tape decks with listen and speak facilities. The library also houses photocopiers, a microfilm/fiche reader printer, and facilities for visually impaired readers.
- L6** The computer centre has 232 computers available to students. There are networked PCs running Windows 3.11 and NT, Macs, printers, scanners and video capture.
- L7** ILRS provides an extensive AV service which can be booked via email or by using the ILRS web site. The multicamera TV studio can be booked for special projects and cameras and editing equipment is available. Video conferencing facilities are also available.
- L8** Students of the Cert Ed FE programme have access to the LRCs at the consortium colleges. This entitlement is in addition to those of the university.

# EVALUATION OF THE QUALITY OF EDUCATION

## **1 Curriculum design, content and organisation**

- 1.1 The curriculum is designed to build on the experiential knowledge of the Education Studies student, to formalise and extend that knowledge in order to provide diverse perspectives on education. It is designed to meet the various needs of students with the intention of helping them become increasingly independent and responsible for their own learning.
- 1.2 Curriculum design, content and organisation has been influenced in a number of ways; through recognition by academics of the need for further development; through opportunities to introduce new modules based on the research and expertise of members of staff in the school and university as a whole; by student choice and in the light of feedback from external examiners.
- 1.3 Each programme consists of a number of modules, at particular levels, with a particular number of 'credits' attached. Currently, within the Education Studies curriculum, modules are offered at levels 1 (Cert HE) to level 4 (Postgraduate and Masters Degree).
- 1.4 Students have the flexibility, within the university Academic Regulations, to construct their programme of study from a stock of modules. Modularity permits this within EDU and the MA LLL but core and compulsory modules provide the coherence in programmes and ensure independence and responsibility for learning is demonstrated via a research component within the Major award and a research project within the Masters degree. EDU students follow a key skills module, EDU1003 and have the opportunity to follow an elective module and a broad curriculum that includes the core module EDU 1501.
- 1.5 The coherence and progression of the PGCHE curriculum recognises the fact that the great majority of participants join the university with a substantial experience of higher education and of research activity, albeit without substantial teaching experience. The programme is designed with specific learning outcomes which are recognised by SEDA and ILT as being relevant and supportive of participants professional needs.
- 1.6 In the Cert Ed FE the role of the teacher/trainer in Post Compulsory Education and Training (PCET) is at the centre of programme planning and delivery. In 1999 the Further Education National Training Organisation's FENTO Standards were introduced as objectives for year one modules. While learning

outcomes in year two are designed to enhance the curriculum that supports student professional development in this programme.

- 1.7 The Education Studies programmes provide opportunities for students to relate academic study to practice in order to encourage reflective learning. Reflection on personal learning within a context sets the scene for further learning, research and development on the MA LLL where students can enrol for the degree via CPD experience.
- 1.8 A placement module has recently been added to the EDU majoring pathway with the specific intention of encouraging students' reflective practice. Some students had previously chosen the placement as an option from the cross-accredited Work based Learning subject. Their ability to contextualise their study, to reflect upon practical experience and to develop wider skills of a transferable nature were recognised by the programme team and the external examiner who supported the move to introduce the module into EDU in its own right.
- 1.9 The need for all students to develop transferable skills at each level has been recognised within the stated Programme Aims and Learning Outcomes. In the undergraduate programme the module EDU 1003 'Managing your own learning' has been developed in conjunction with ILRS in order to meet the key Skills demand at level 1.
- 1.10 In order to enhance student career possibilities, course design and content is aimed at helping students achieve their career goals and is focused on in EDU 1003 and EDU 2102. Courses are designed either for specific employment requirements or to encourage students to improve transferable and key skills. Success is demonstrated by the number of students who achieve the qualifications they require either to gain employment or for further study.

## **2 Teaching, Learning and Assessment**

- 2.1 Approaches to teaching, learning and assessment provide learning experiences for students that meet University policy and which support and encourage the move from reliant to self-reliant working.
- 2.2 Learning outcomes for each of the modules encompass the knowledge and understanding that the student is expected to attain, the key transferable skills that the module will aid and the cognitive and subject specific skills that are relevant to the module.
- 2.3 Personal development is aided through approaches to learning that may include group work, group or solo presentations, poster sessions, and an underpinning theme of understanding oneself as a learner. The development and use of learning resources as a basis for independent learning is supported

through ILRS staff and academics. All learning is underpinned by various assessment practices, which are intended to gauge the achievement of learning outcomes for individual modules.

- 2.4 Programme handbooks and module introductions set out course content, assessment requirements, reading lists and, where appropriate, useful websites. This, together with tutor produced material to aid students' learning, is well received by students who make positive feedback comments.
- 2.5 A variety of assessment methods are used including presentations, written material, learning logs, examinations and portfolios. Deadlines for the submission of assignments are set at the beginning of modules with, in some modules, a mid-term assessment included to spread the workload and allow for formative feedback to students.
- 2.6 Criteria for assessment are made clear to students on initial handouts. For undergraduates these criteria are also detailed on feedback forms in order to help students improve and reflect on how they can better meet assessment requirements.
- 2.7 Measuring attainment of the intended learning outcomes is done by double marking a minimum of 10% of student work at levels 2, 3 and 4. All major research and project work at level 3 and 4 is double marked in accordance with university regulations. A selection of all work is presented to external examiners for scrutiny at levels 2 and above. Their guidance on linking assessments to learning outcomes of modules and maintaining consistency is received and, where appropriate, assessments changed accordingly.
- 2.8 The teaching, learning and assessment strategy of the PGCHE programme reflects its design principles. Tutor-led sessions, at the start of the programme, make way for structured participant inputs culminating in the individual, developmental curriculum project that marks the end of the programme. Participants are encouraged to relate ideas, concepts and techniques that are introduced to them as appropriate, into their own teaching, and to reflect on these. Self-reflection is an important element in the programme, and is supported by peer and tutor evaluation throughout the programme. Assessment is by portfolio where the first part of the programme provides an opportunity for interim, formative assessment, in order to inform future work.
- 2.9 The Cert Ed FE considers the learning group to be an important resource. Students learn formally from their peers in structured discussion, case study and peer teaching sessions and informally from a range of activities and exchanges they themselves set up. There are sessions of formal input, workshops to develop and practise skills, individual and group tutorials, directed reading and self help groups. Assessment in Year One is by



portfolio, showing evidence of knowledge skills and abilities in relation to a number of tasks or themes, which cover the key areas of teaching and the underpinning competence. Year Two modules are assessed by means of assignments requiring evidence of reading, investigation and the ability to write evaluatively.

### **3 Student Progression and Achievement**

- 3.1 On entry to the University EDU students bring a range and richness of personal experience to their study. Qualifications range from traditional 'A' level through to vocational and access certification. An average of 45% of students come from ethnic minority backgrounds, and 55% are mature students.
- 3.2 The University policy of offering flexibility and choice in its joint honours provision compliments the diversity of the EDU student background and, by admitting them to the University rather than a programme of study in the first instance, enables them to exercise an informed judgement over the focus of their study in the future.
- 3.3 The design and structure of the Cert HE stage of the academic framework and the EDU curriculum allows students to confirm their subject choices and major areas of study before progression to the next stage where, in EDU, levels of achievement are good. A high percentage of students progress to the second and third stage of study and go on to gain their target award.
- 3.4 Progression of EDU students is considered by the Campus progression committee (CPC) at the end of the semester for all non-finalists. Curriculum or Programme Leaders attend these committees in order to make decisions about the progression of students based on the assessment and progression regulations of the University.
- 3.5 The number of students successfully passing modules has remained constant across the years with self deferral enabling students to exercise some freedom with regard to submission of work for assessment. Most EDU modules are self-deferrable a fact noted by the external examiner who also remarks on the maintenance of standards within the work done by EDU students thus suggesting that self-deferral contributes positively to a student's ability to succeed well in their work.
- 3.6 The second tier assessment board considers the profiles of all students at the time of completion of their award. The profile of success for EDU students shows that slightly more receive 1st class & 2.1 classifications rather than 2.2 with an average of 70% of all EDU finalists, per year, known to successfully gain employment across a diverse range of careers or gain places in higher education for further study and training.

- 3.7 The PGCHE and Cert Ed FE recruit students from staff within their respective institutions who wish to gain and enhance their professional capability in teaching and learning. Students have commented favourably on the nature and relevance of the programme and the extent to which it enhances their work role, job opportunities and promotion prospects.
- 3.8 The PGCHE has increased its student entry considerably from 14 in 1996 to 53 in 1999. Of the 14 that started in 1996 all progressed to the award and all are employed within the university. The pattern in subsequent years has been similar with very few students deferring or withdrawing from the programme.
- 3.9 In the Cert Ed FE the number of applicants to places remains consistent with a high proportion of students going on to successfully complete the qualification over a two year period and continue to teach within their college. A feature of the programme is that of direct entry into year two for many students who bring with them certificated learning as pre-accreditation having gained qualification through the C&G 7306/7 Further and Adult Education teacher's certificates.
- 3.10 The MA LLL is in the early stages of delivery and as yet no finalists have graduated.

#### **4 Student Support and Guidance**

- 4.1 Middlesex provides student support and guidance through a Student Support Team (SST) at each campus. The consistency and quality of support across the University is monitored in regular meetings of the seven Campus Deans of Students (CDSs).
- 4.2 Campus Admissions staff, with guidance from academic staff, manage student recruitment and organise campus open days to which all potential campus-based students are invited. Here they receive programme details, and are introduced to the range of student support services.
- 4.3 Every applicant with a confirmed place on an undergraduate programme receives a detailed information pack including offers of personal advice about accommodation available in Halls of residence or in private rented accommodation
- 4.4 On arrival at the University all new undergraduate students participate in a focused weeklong induction programme, which introduces them to the regulatory framework, learning resources and student support services. Each year this is refined in the light of experience, with an increasing focus on mentoring by students who have been studying the same programme. International students have an additional orientation. PGCHE students spend a

full briefing session with the SST as part of their curriculum. Distance learners are invited to access the full range of student support via the Internet, email, telephone and visits to a convenient campus (usually Trent Park). The CDS and SST visit Cert. Ed FE students at their base consortium colleges as part of their induction and/or re-enrolment process.

- 4.5 SST advisers refer students to Education Studies staff for curriculum and academic advice. Liaison has recently been improved by including SST members on Boards of Study.
- 4.6 Duty Advisers and Campus Student Office staff interpret the University Guide and Regulations for students, advising on module choices, progression requirements, degree titles, honours classifications and financial support systems. They assist students in the construction of valid and coherent programmes of study, and assist where a student needs to make adjustments to a planned programme for personal, academic or financial reasons. They assist transfer to a different programme where necessary.
- 4.7 SST advisers also refer students to the English Language and Learning Support Team in the LRC, and to the Middlesex University Students Union (MUSU) for independent guidance, as well as for its social and sporting programme.

Students may self-refer to specialists within the SST for professional advice.

- The Health Advisory Service runs a series of awareness raising educational events and offers confidential advice
- The Counselling Service offers workshops and confidential sessions on emotional and personal aspects of learning.
- The Welfare Rights Advice Service deals with financial and legal matters in collaboration with the finance officer and academic operations manager
- The Careers Adviser provides CV clinics, interview workshops and individual guidance on planning and implementing decisions about career intentions.
- The Placement Officer liaises with external organisations and helps students to secure work placements, monitors the placement experiences of EDU students and provides interview training and job application skills.
- The Able Centre assesses and ensures support for students with disabilities.

- 4.8 There is close liaison and student referral within all sections of the campus SST, which meets together monthly to evaluate and develop the service. A range of student feedback opportunities including Focus Groups, and questionnaires relating to Open Days, the Induction Programme, the Regulations Advice system and the Counselling service inform team development plans.

- 4.9 The Campus Dean of Students deals with disciplinary matters and student concerns about harassment, equal opportunities, and the student charter.

## **5 Learning Resources**

- 5.1 ILRS aims to support undergraduate and postgraduate programmes and research within the University and to contribute to the students' experience .
- 5.2 ILRS staff have appropriate qualifications, and are encouraged to upgrade and update their skills by a programme of staff development.
- 5.3 Trent Park library provides a wide range of materials upon which Education Studies students can draw. Students also have access to the entire resources of the university library system, via personal visit or intercampus loan, which enables students to draw on specialist collections at other campuses. The interlibrary loans system, enables students to obtain materials not held within the library.
- 5.4 Where possible the library provides multiple copies of texts on reading lists, and there is a collection for additional reading to enable and encourage students to pursue the objectives of their courses on a wider basis. Listening and viewing facilities, and CD-ROM machines, allow students easy access to material in sound recording, video and CD-ROM formats. A bookable group viewing room allows students to watch and discuss videos together.
- 5.5 Research is supported at both undergraduate and postgraduate levels by a collection of materials on research methodologies. There is a substantial collection of bibliographical databases available on CD-ROM, many of which are networked across campuses, to provide greater accessibility. Students also have access to a wide range of web based databases, and the full text of over thirty education journals, via the ILRS web pages.
- 5.6 The education subject librarian liaises closely with LLE staff both formally and informally. She is a member of the EDU Board of Studies, and the LLE School Board and attends other meetings within the School when appropriate.
- 5.7 The University is a member of the UK Libraries Plus scheme; full-time students have reference access to a number of other universities and colleges, part-time and distance learning students have limited borrowing rights also. Membership of the M25 Group of libraries provides reference facilities at other member libraries for academic staff, and postgraduate students doing research degrees.
- 5.8 The computing laboratories are available for teaching and individual student open access.

Students can arrange sessions through a booking system. Students can log on and access their files from any campus or remotely via the dial up service. Every student has their own email account and can access the internet.

- 5.9 Student queries are handled by the library enquiry desk and the computing help desk; more detailed requests for help within the library will be dealt with by the education subject librarian. Students receive a general induction session at the beginning of their course. Library and computing services offer a variety of follow up sessions, and where appropriate, specialised sessions arranged with academic staff to support specific areas of the teaching programme. Feedback is received from a variety of sources; e.g. evaluation sheets, BoS, comments. Both services produce a range of handouts. Sessions on English for academic purposes, and numeracy support, are provided by ILRS, and the library has speaking and listening facilities for those who wish to improve their English.
- 5.10 The language support tutor can provide initial screening and support for dyslexia and other learning difficulties. Visually impaired students can use an Alphavision CCTV which enlarges text, or a Galileo scanner which converts text into speech; both are housed in the library. Wheelchair access to the computer centre is provided. Students can access the catalogue from the computer centre, and library staff will find books and make photocopies for students unable to gain access to the library.
- 5.11 Distance learners access the library catalogue via the internet, through which they also have access to the subscription services provided through the ILRS web pages. Online requests for articles from journals held within ILRS are made, and the supplies photocopies free of charge.

## **6 Quality Management and Enhancement**

- 6.1 The Quality Assurance and Audit Service (QAAS) is responsible for the creation, dissemination, monitoring and auditing of quality assurance processes across the University. The Procedures Handbook is available on the Internet and is regularly updated.
- 6.2 Each School has a DCLQ who, working within University procedures develops local guidelines and monitors performance through the School's Academic Standards and Quality Committee (ASQC). All academic groups and curriculum areas within the School are represented. The School is responsible for programme and subject validation and reviews, with the final documentation examined by a panel, including external assessors
- 6.3 Education Studies applies its policy of quality improvement through a variety of methods including external examiners' feedback, student feedback, staff meetings and development.

Programme leaders write an annual monitoring report that includes sections that relate to the six aspects of provision listed in the QAA subject review methodology. These are considered by the DCLQ who writes an overarching School annual monitoring report which then informs the School plan for the coming academic year. Issues are addressed and actions are identified and implemented in a cycle of enhancement and self improvement that runs through the programme, School and University as a whole.

- 6.4 External examiners play a pivotal role in this process and in the evaluation of both student and subject performance. They report directly to QAAS, and the DCLQ co-ordinates a formal response following consultation with Curriculum Leaders.
- 6.5 These responses are considered at the Board of Studies (BoS) and are included in the annual monitoring reports prepared by Curriculum and Programme Leaders. External Examiner reports and responses form the basis of a report prepared by the Head of QAAS which is presented to the University's ASQC.
- 6.6 The BoS for each programme comprises academic staff, support services and student representatives. They review student experience and receive feedback on matters to do with subject content and delivery, the nature and forms of assessment and physical and human resources and facilities. The Students' Union provides a programme of training for student representatives. The issues discussed and identified at BoS become action points to be followed up and reported on at the next meeting, for example, the Semester 1 BoS (1999/00) for EDU raised concerns about provision for disabled students that have been carried through to the School Board and the Equal Opportunities Officer.
- 6.7 Student evaluation of the academic curriculum and support services is further expressed through means such as structured feedback, discussion groups with academic staff and through questionnaires. Evaluation forms are distributed to all students taking a module, inviting comments on its content and delivery and a report on responses is given at the BoS.
- 6.8 The Student Support Team has offered a range of additional student feedback opportunities including Focus Groups, and questionnaires relating specifically to the Induction Programme, the Regulations Advice system and the Counselling service.
- 6.9 Professional development of staff is supported by the University, School, through personal development opportunities facilitated by academic groups, School-away-days, and selective attendance at internally and externally run courses and conferences. The University has been recognised for its commitment to, and investment in, staff development by the Investment in

- People award which is continually reviewed and subject to scrutiny on an annual basis.
- 6.10 There is a commitment from staff to the improvement of existing practice through personal development as well as through research activity. Staff development is supported by the university induction programme, regular team meetings and appraisal. The School, for example, has provided on-line intranet training for all staff thus developing their ICT training and capability.
- 6.11 The University's staff Appraisal system involves an annual one to one peer appraisal. It provides the opportunity for staff to review their progress and to give and receive advice on planning for the future. Staff development needs are identified within the context of the School and academic group and individual objectives inform the School's staff development plan.
- 6.12 All new staff attend an induction programme and are provided with a mentor in their first year. Teaching staff are required to take the University's PGC HE unless they have an equivalent qualification or the equivalent of three years of full time HE teaching.

# ANNEXES

## ANNEX 1 Qualitative and quantative data

Table 1.1 EDU : Education Studies

Applications and Registrations				
Year of Entry	1996/97	1997/98	1998/99	1999/2000
No. of applications	124	152	107	74
No. Enrolled	88	101	74	58
Home f/t	12 (6)	6 (3)	2 (1)	3 (1.5)
Overseas	4	3	2	0
Total number of students (carried forward for data analysis below)	104	110	78	61

Gender, Ethnicity and Age of Enrolled Students									
Year of entry		1996/97		1997/98		1998/99		1999/2000	
Gender	Male	15	% 14	9	% 8	6	% 8	6	% 10
	Female	89	86	101	92	72	92	55	90
Ethnicity	Minority	52	50	48	44	33	42	29	48
	White	49	47	62	56	45	58	23	38
	Info.refused/not known	3	3	0	0	0	0	9	14
Age	Under 21	46	44	40	36	27	35	27	44
	Over 21	58	56	70	64	51	65	34	56

Entrance Qualifications								
Year of Entry	1996/97		1997/98		1998/99		1999/2000	
		%		%		%	*	%
A levels	36	41	49	45	32	41	23	35
(Average 'A' level scores)	(9)		(10)		(9)		(10)	
Access	26	25	10	9	19	24	14	22
Other UK Quals (e.g. BTEC,OND,HND, GNVQ)	13	11	19	17	18	23	17	27
Mature student entry	21	18	23	21	2	3	3	5
Overseas qualifications/other	8	5	9	8	7	9	7	11

Table 4 Student Progression and Outcomes									
Year of Entry		1994/95		1995/96		1996/97		1997/8	
Enrolments		117		145		104		110	
Transfers to other MU progs Years 1/2		17	15%	35	24%	12	12%	5	4%
Withdrawals Years 1/2		16	14%	11	8%	17	15%	3	3%
Continuing studies		1	1%	8	5%	7	6%	27	25%
Outcomes		Joint Honours and Single Honours							
Successful	First Class:	3	4%	1	1%	5	7%	2	3%
	Upper Second	48	58%	38	42%	34	51%	38	51%
	Lower Second	28	34%	38	42%	24	36%	28	37%
	Third	2	2%	7	8%	3	4%	6	8%
	Unclassified	1	1%	2	2%	1	1%	0	0%
	Other (Diploma/Cert)	1	1%	5	5%	1	1%	1	1%
Total		83		91		68		75	

Table 5. First Destination of Graduates				
Year of Entry	1994/5	1995/6	1996/7	1997/8
Employed	40 48%	39 43%	25 37%	MU/HESA Census December 2000
Research/Further study	27 33%	23 25%	21 31%	
Other training	0	0	-	
Seeking	0	3 3%	5 7%	
Overseas	5 6%	6 7%	4 6%	
Not known	11 13%	20 22%	13 19%	
Total	83	91	68	

\* NB Three students had both 'A' levels plus other qualifications



Table 1.2 PG Cert.HE (Post Graduate Certificate in Higher Education)

Applications and Registrations				
Year of Entry	1996/97	1997/98	1998/99	1999/2000
No. of applications	14	10	31	53
No. Enrolled p/t Home	14	10	31	53
Total number of students (carried forward for data analysis)	14	10	31	53

Gender and Age of Enrolled Students				
Year of Entry	1996/97	1997/98	1998/99	1999/2000
Gender Male	9 64%	6 60%	17 55%	25 47%
Female	5 36%	4 40%	14 45%	28 53%
Age Over 21	14 100%	10 100%	31 100%	53 100%

Entrance Qualifications				
Year of Entry	1996/97	1997/98	1998/99	1999/2000
Doctorate	9 64%	2 20%	10 32%	25 47%
Masters	3 22%	5 50%	3 10%	18 34%
Postgraduate qual.	0 0%	2 20%	3 10%	0 0%
Other	1 7%	1 10%	5 16%	6 11%
Not known	1 7%	0 0%	10 32%	4 8%

Student Progression and Outcomes			
Year of Entry	1996/97	1997/98	1998/99
Enrolments	14	10	31
Deferred	2 14%	1 10%	12 39%
Permanent withdrawal	0	1 10%	1 3%
Total			
Outcomes			
Successful: Pass	12 86%	8 80%	18 58%
Total	14	10	31

First Destination	1996/97	1997/98	1998/99
Employed at MU	14 100%	9 90%	30 97%
Left MU	0	1 10%	1 3%
Total	14	10	31

**Table 1.3 MA:LLL (MA for Lifelong Learning)**

Applications and Registrations				
Year of Entry		1998/99	1999/2000	
No. of applications		20	24	
No. Enrolled p/t	Home	16	18	
	Overseas	1	6	
Total number of students (carried forward for data analysis below)		17	18	

Gender and Age of Enrolled Students				
Year of Entry		1998/99	1999/2000	
Gender	Male	5	6	
	Female	12	12	
Age		17	18	

Entrance Qualifications				
Year of Entry		1998/99	1999/2000	
First degree		16	18	
Overseas qualifications		1	0	

Table 1.4 Cert.Ed.F.E. (Certificate in Education - Further Education)

Applications and Registrations				
Year of Entry	1996/97	1997/98	1998/99	1999/2000
No.of applications	26	22	18	29
Total number of part-time, home, enrolled students (carried forward for data analysis below)	19	19	15	22

Gender and Age of Enrolled Students				
Year of Entry	1996/97	1997/98	1998/99	1999/2000
Gender	% Male		% Male	
	5	26	5	26
Female	% Female		% Female	
	14	74	14	74
Age	Over 21		Over 21	
	19	100	15	100
Total student registrations	19	19	15	22

Entrance Qualifications				
All are required to be teaching in FE sector				

Student Progression and Outcomes				
Year of Entry	1995/96	1996/97	1997/98	1998/99
Enrolments (First Year)	17	19	19	15
Transfers in (direct entry with pre-accreditation )	31	33	17	18
Total	48	52	36	33
Outcomes	% Fail		% Fail	
	1	2	0	0
	% Deferred		% Deferred	
	3	6	4	8
Pass	% Pass		% Pass	
	44	92	36	100
Total	44	48	36	33

First Destination				
All employed within consortium at time of taking Certificate.				

## ANNEX 2

### A brief factual description of curricular structures, options and pathways

#### EDU : Programme Planning

Students are given guidance in choosing their programme of modules. This takes place during the first semester. Details of their programme are entered on the student's computer record.

#### Single Honours

A full description of the credit accumulation needed for Single Honours can be found in the University Guide and Regulations. For a Single Honours Degree in Education Studies, the first year modules EDU1001 and EDU1501 are compulsory, as are:

- EDU2065 *Approaches to Educational Research* (20 Credits) (Normally in year 2)
- EDU2102 *Education, Learning and Change* (20 Credits)
- EDU3992 *Proposition Module* (20 Credits).

There is a wide range of other third level modules, all of which are rated at 20 credits, except for EDU3994, a 40 credit Proposition Module.

#### Education Studies in a Joint Honours Degree

A full description of the credit accumulation needed for Major and Minor Awards can be found in the University Guide and Regulations.

#### Major Award

The compulsory modules for those who are majoring are:

- EDU2065 *Approaches to Educational Research* (20 Credits)
- EDU3992 *Proposition Module* (20 Credits)

It should be noted that EDU2102 *Education, Learning and Change* is a **compulsory** prerequisite for EDU3105 *Education and Learning in Practice*; EDU3004 *Personal Relations and Disaffection* is a **recommended** prerequisite for EDU3013 *Counselling in Education*. Students may take a 40 credit Proposition Module (normally spread over the two semesters of their final year) if they wish. All other Education Studies modules are available as options. A Major Award programme will normally follow this pattern:

FT YEAR 1	SEM1	EDU1001	Second Subject	Key Skills Module
	SEM2	EDU1501	Second Subject	Elective Subject
FT YEAR 2	SEM1	EDU2065	*	*
	SEM2	*	*	*
FT YEAR 3	SEM1	*	*	*
	SEM2	EDU3992	*	*

(\* either on EDU module or a second subject module)

### Minor Award

There are no compulsory modules for those students minoring in Education Studies, following completion of EDU1001 and EDU1501 in their first full time year. However, students minoring may NOT take the EDU3992 *Proposition Module* nor EDU3105 *Education and Learning in Practice*.

### PGCHE

The PGCHE is an in-house course of normally 18 months/2 years duration which is intended primarily for academic staff new to Middlesex University and to teaching staff who lack a previous teaching qualification, although a provision for established staff has recently been launched (1999/00). It involves participants attending a regular programme of workshops (weekly/monthly) for two semesters, and then (semester 3) carrying out a curriculum development project related to their sphere of teaching. This, given their teaching responsibilities, can place a heavy demand upon participants and on their time. Peer and tutor support is an important element of the programme. The pattern of the programme for new lecturers is to start with a (predominantly 'teacher-led') introduction to key aspects and practicalities of the educational process and of teaching but to move steadily towards increased participant contribution, culminating in the individual and original curriculum project. The 'in-service' pathway is more straightforwardly topic-based and participative in the first year. Assessment of both pathways is by portfolio in two stages. The programme is accredited by SEDA, and will therefore be eligible for automatic recognition by ILT.

### PGC/D HE : Fashion Teachers (from September 2000)

This is a full time validated collaborative programme in which the first three modules, delivered in Semester One, lead to a PGCHE and where continued study through a second semester, in which a further three modules are followed, leads to a PGDHE.

#### Semester One

Module	Level of study	Credit points
PGDHE 4000 Fashion design and Technology (1)	4	20
PGDHE 4001 Introduction to Teaching Skills	4	20
PGDHE 3000 teaching, learning and Assessment (1)	3	20

#### Semester Two

PGDHE 4500 Fashion Design and technology (2)	4	20
PGDHE 4501 Teaching Placement	4	20
PGDHE 4502 Teaching, Learning and Assessment in HE (2)	4	20
TOTAL		120

**MA LLL** : The MA is a part-time postgraduate programme for lifelong learning which offers students flexibility in designing their study route. Its aim is to equip students with an understanding of and applications in lifelong learning. Optionally candidates will be able to specify the exact title of their award on completion of the appropriate modules. The core of the programme consists of three modules that not only deal with questions and issues arising in lifelong learning but also equip students and professionals with enhanced learning skills and capabilities. Assessment is entirely by coursework a project, portfolio or dissertation.

### **The Structure of the MA for Lifelong Learning (including the Diploma and Certificate)**

<b>MA Route</b>	<b>Diploma Route</b>	<b>Certificate Route</b>
Application Interview Enrolment	Application Interview Enrolment	Application Interview Enrolment
Personal review of learning completed (20 credits)	Personal review of learning completed (20 credits)	Personal review of learning completed (20 credits)
Research module Completed (20 credits)	Research module Completed (20 credits)	Research module Completed (20 credits)
1st option module completed (20 credits)	First option module completed (20 credits)	Planning of future learning via LLL4003
2nd option module completed (20 credits)	Second option module completed (20 credits)	completed (20 credits)
3rd option module completed (20 credits)	Third option module completed (20 credits)	<b>Award of Certificate (60 credits)</b>
Planning and research design module completed (20 credits)	Planning of future learning via LLL4003 completed (20 credits)	
Dissertation or project completed (60 credits)	<b>Award of Diploma (120 credits)</b>	
<b>Award of MA (180) credits</b>		

## **Cert Ed FE**

The Certificate in Education FE is a two-stage course, normally over two years. Each stage is organised into modules and there are five modules in each year. Stage One is at Middlesex University Level 2 and Year Two at Level 3. Each module has a credit rating of either 10 or 20 points, giving a total of 60 credit points in each of the two years and 120 in all.

### ***Course Structure***

<b>Year One</b>		<b>Level</b>	
	<b>Credit</b>		
Module 2021	Carry out Initial Assessment, Planning and Preparation	2	10
Module 2022	Manage Teaching and Learning Processes	2	20
Module 2023	Provide Learners with Support	2	10
Module 2024	Gather and Use Monitoring and Assessment Data	2	10
Module 2025	Review Professional Effectiveness	2	10
<b><i>Year Two</i></b>			
Module 3067	Managing Learning Institutions	3	10
Module 3068	Managing Learning for Adults	3	10
Module 3069	Managing Guidance and Support	3	10
Module 3070	Managing the Market	3	10
Module 3071	Managing Personal Professional Development	3	20
<b>Total Credit Points</b>			<b>120</b>

The focus of Year One is understanding the professional and organisational context, developing essential teaching/training skills and the capacity for professional self evaluation. The Year One modules are based on the national standards produced by the Further Education National Training Organisation (FENTO)

These Standards are seen as following a teaching and learning cycle that is shown in course documentation.

Year Two modules focus on the wider systems in post 16 education and are concerned with managing processes, resource, people. There is an emphasis on investigation and problem solving, and a strong requirement to reflect throughout on the refining of personal professional practice.

Students are allocated to a learning group that is mixed by centre, so that they study with people from centres other than their own. There are two such mixed groups (Group 1 and Group 2). Year Two involves four taught modules each of which takes place in different college centres. Each group therefore moves round the four centres in the course of the year.

	<b>Centre A</b> Barnet Module 3067	<b>Centre B</b> CONEL Module 3068	<b>Centre.C</b> Enfield Module 3069	<b>Centre D</b> Southgate Module 3070
6 wks		Group 2 20 Students		Group 1 20 Students
6 wks	Group 2		Group 1	
6 wks		Group1		Group 2
6 wks	Group 1		Group 2	

**Order of Modules for each group is therefore**

Gp 1 Southgate (3070), Enfield (3069), CONEL (3068),  
Barnet (3067)

Gp 2 CONEL (3068), Barnet (3067), Southgate (3070),  
Enfield (3069)

The whole Year Two group meets together for certain activities, particularly a three-day induction at Hendon College, and Final Review meeting.

This 'revolving' pattern of attendance at the centres allows for some flexibility and diversity in the programme, giving students some insight into and experience of the workings of various consortium colleges.

The fifth module takes the form of a learning development journal and is designed to enable the teacher/trainer to integrate their learning through a series of monitoring, review and action planning exercises.



## **ANNEX 3**

### **A description of the relationship with partner institutions**

The certificate in Education : Further Education is a two year day release course run as a franchise from Middlesex University by a consortium of North London Colleges (Barnet, Capel Manor, College of North East London (CONEL), Enfield, Hendon and Southgate. The course is co-ordinated on behalf of the colleges by Southgate College. There is a Cert Ed team in each of the centres. Students are attached to one of the four main centres (Barnet, CONEL, Hendon, Southgate), where they are allocated a personal tutor. Barnet, CONEL Enfield and Southgate Colleges each deliver a module in year two of the course.

The London Centre for Fashion Studies is a specialist college in all aspects of Fashion Design, Fashion Technology, Fashion Business Studies and Merchandising. The LCFS has previously established links with Middlesex University and currently has two validated programmes in progress; a DipHE Apparel Design and Merchandising and a BA Hons Fashion Product Management. LCFS provides technical training to many high profile British Fashion Businesses as well as Fashion Colleges in the UK and overseas.

The British Film Institute has, through its Educational Officer who is also link tutor to the University, developed resources in order to deliver two joint franchised modules on a regional basis. These resources include video and CD-ROM.



# **School of Lifelong Learning and Education**

## **Education Studies : Opening pages**

Professional demand  
Flexibility and choice  
Modularity and progression at Middlesex University

**Advance Documentation**  
**Quality Assurance Agency for Higher Education**  
**Subject Review 2000**

## EDUCATION STUDIES AT MIDDLESEX UNIVERSITY

Education Studies offers a diverse provision catering for :-

**A. Professionals who have chosen to work and are employed in the field of teaching in Further on Higher Education**

The taught **PG Cert HE** and the collaborative partner **Cert Ed FE** are two year, part-time awards.

The programmes are designed with compulsory modules only, in order to meet professional organisation and association standards.

**B. Students who are seeking flexibility, breadth and choice in their chosen field of study at Postgraduate or Undergraduate level.**

The distance learning **MA for Lifelong Learning** programme offers students the opportunity to accumulate credit toward a **diploma, certificate or masters award** over a self determined period, but within university guidelines and regulations, following compulsory and option modules, usually on a part-time basis.

In the undergraduate curriculum area EDU students can follow Education Studies as part of a **BA Joint Honours award** for three years full-time or on a part-time basis. Education Studies is normally studied with another subject identified within the subject combinations listings published in the prospectus and programme planning literature. Students plan their programmes of study whilst studying at level 1 and confirm their **major and minor subject combinations** at this time. It is also possible for a student who, after following level 1 decides to specialise in Education Studies, to follow a **BA Education Studies Single Honours award**. Very few students choose to follow this route, three did so in the period 1996 to 1999.

From the academic year 2000/2001 all undergraduate students at the University will follow a key skills module and elective; full-time students will follow these in semester one and two, respectively.

**Current student numbers across each programme are:-**

227	BA Joint Honours Education Studies (Major and Minor) and BA Single Honours
50	Certificate in Education : Further Education
78	Postgraduate Certificate in Higher Education
40	MA for Lifelong Learning

## **A STATEMENT : MODULARITY AND PROGRESSION AT MIDDLESEX UNIVERSITY**

1. Middlesex is a totally modular university. The module is the basic constituent of all taught programmes. Each programme consists of a number of modules, at particular academic levels and with a particular number of credits attached. The level denotes the academic standard. The credit denotes the number of study hours (defined as a combination of teacher-contact and self directed study time) expected in order to complete the module. Middlesex University currently has modules at levels 0 (pre-degree Foundation) to 5 (doctoral level).
2. At Middlesex one credit normally equates to 9 hours of study time, and a typical 20 credit module will therefore reflect 180 hours of study. Students have the flexibility, within the University's academic Regulations, to construct their programmes of study from the University's module stock. Their freedom to do so is far from being total, since particular programmes will have attached to them conditions governing the choice of modules, whilst the requirements of professional and statutory bodies must be adhered to.
3. At Middlesex students are admitted into the University rather than onto a programme. As they progress they make module choices, perhaps based on the wish to follow a specialised award, perhaps based on the wish to study in breadth rather than depth. The seven schools of the University do not 'own' students as they might in many other universities. Rather, the job of the schools is to deliver teaching and learning, and academic-related advice. Broader but no less important issues of student welfare and educational guidance are the responsibility of Campus Deans of Students.
4. Modularity permits, flexibility, and we expect and to some extent encourage students to sample modules across the Schools. The fact that a student may study a module in, say, the History of Art, and then go on to study in other disciplines, does not at all mean that the student has 'dropped out' of History of Art.
5. Moreover, we also offer the flexibility for students to enrol at various points in the academic year, and to change their individual study patterns - say from full-time to part-time and vice-versa - with relative ease, to suit their personal needs and circumstances. The 'cohort' of students studying any particular module will typically consist of students who have joined in September, those who have joined in February, those who are taking a module as part of a single honours award, those who are taking it as part of a major or minor, and those who are taking it as a stand alone 'elective'.

6. This also affects an interpretation of progression. It is relatively easy to monitor the progression of a student following a specialised award, but in the case of a student studying for a joint honours or genuine multi-disciplinary award the traditional notion of progression (relating to levels of difficulty within one discipline) has no meaning. Assessment boards (complete with external examinations assessors and auditors, as we call 'external examiners') decide on standards of academic achievement at, respectively, the module and programme levels. They do not decide on progression, which is a campus responsibility and which is based on the total profile of module results (which may of course derive from several Schools) judged in the context of the University's Academic Regulations.
7. We monitor pass rates at the level of the module, but not in terms of the cohort, since we do not have easily identifiable student cohorts as one might find in an older university. For us, wastage and dropout, if they are meaningful at all, are meaningful only at the institutional level - i.e. as measures of students who have left the university altogether. Even here, we expect an increasing proportion of our students (most of whom are *not* 18- 21 years old) to move in and out of higher education. We do not take the view that a student who 'leaves' after one year of study with us has wasted his or her time, or ours, or that such a student has 'dropped out'.
8. As the whole of higher education in the UK moves, with us, into 'lifelong learning mode' we expect our interpretation of progression, drop out and wastage to be followed by the sector as a whole.

# Middlesex University

## Programme Specification:

### BA (Hons) Visitor Attraction Studies

1. Awarding institution	Middlesex University
2. Teaching institution	Middlesex University
3. Programme accredited by	N/A
4. Final award	BA (Hons)
5. Programme	Visitor Attraction Studies
6. UCAS code (or other relevant coding system)	
7. Relevant QAA subject benchmark group(s)	
8. Date of production/revision	July 2001

9. Reference points
<p>The following reference points were used in designing the programme:</p> <ul style="list-style-type: none"> <li>• Research of the educational and vocational market through Priority People Ltd, project reference pp20-1 September 2000 including a review of the education and training available through formal higher education and training available</li> <li>• Cultural heritage national Training Organisation (CHINTO)</li> <li>• National/Scottish Vocational Qualifications (N/SVQ's)</li> <li>• University's Guide and Regulations</li> <li>• University's learning and teaching policy strategy</li> </ul>

## 10. Educational aims of the programme

The programme aims to

- Enable students to gain a comprehensive understanding of the role and purpose of public and commercially and funded visitor attractions in contemporary society including those concerned with themes, natural sciences, social sciences and historic, cultural and arts contexts
- Provide opportunities for students to learn, develop and exhibit skills and knowledge associated with creative, imaginative, entrepreneurial, commercial and business activities in the context of visitor attraction studies
- Enable students to develop critical, analytical, problem based skills and transferable skills and knowledge that prepares them for graduate employment and continued study in the field of visitor attractions as lifelong learners
- Enable students to develop as autonomous learners becoming confident, effective independent learners able to identify their learning needs, take initiative and execute their own learning
- Provide the opportunity for students to bias their study of visitor attractions, through option and project modules, in one of three ways toward business, design or education
- Provide students the opportunity to develop particular ability in information and communications technology especially relevant to this field of study; the critical analysis of collections and objects and their interpretation; creative and imaginative development, promotion and marketing of visitor attraction studies

**11. Programme outcomes - the programme offers opportunities for students to achieve and demonstrate the following learning outcomes.**

**A. Knowledge and understanding of:**

A1. the role, purpose and type of visitor attraction centres, heritage organisations and educational learning centres

A2. the factors that provide opportunities as well as place constraints on continued development of visitor attractions including funding, legislation, social and cultural policy, the business environment and functional areas of business including accounting, economics, finance, human resource management, law and marketing

A3. current concepts and trends in provision and practice including educational provision, contemporary collection and conservation practices, the widening of access to the broadest audience

A4. current issues in critical; analysis of collections and objects and the process, roles and relationship of collections and their interpretations

A5. current best practice in technical and specialist skills, materials, techniques and equipment that apply to this field of study including taxidermy, conservation, interpretation and the creation of new interactive exhibition display techniques

A6. the principles of good exhibition and display design with commercial/entrepreneur focus in relation, particularly, to the needs of the viewer and commissioning authority

A7. communication and interpretation theory and philosophy and methods used to communicate ideas to the public including historical and contemporary situations and new directions in exhibition interpretation

A8. information and communications technology and software applications for business management and digital media skills including software types for text, image generation and manipulation, drawing, page and document layout, print publishing and web publishing

A9. design, research and case study methodologies and project management strategies especially in relation to real contexts and situations and as applied at the time of work placement

**Teaching/learning methods**

Students learn knowledge and understanding through an informative approach based on lectures, demonstrations, seminars and workshops; the use of case study and real and virtual visits to sites, collections and objects therein.

They work toward and exhibit increasing autonomy and independence in their work and approach to study and research because the programme provides support toward this end through the learning to learn module; through the introduction and opportunity to employ design and research methodologies; the use of collections, exhibitions, museums, libraries and independent ICT learning facilities and valuable and accessible resources; and through individual and group based activities and project work including group and individual review and evaluation of students' designs in a supportive environment.

**Assessment**

The different forms of knowledge and understanding gained through the programme are assessed in a variety of ways according to the expected learning outcomes for each module.

Modes of assessment are linked to each of the learning outcomes and detailed in the module descriptors called 'learning unit narratives' (LUN's) which can be viewed by students on the university's corporate student system database (CSS). LUN's are also published in the programme handbook or a supplement to it. Modes of assessment that measure knowledge and understanding include essay, seen and unseen and case study based examination papers, design and project portfolio, reports, laboratory log books and reflective journals, group and individual presentations, exhibitions and viva voce, dissertation and propositional projects.



<p><b>B. Cognitive (thinking) skills</b></p> <p>able to</p> <p>B1. apply theoretical learning to case study and project work</p> <p>B2. critically analyse and challenge received views</p> <p>B3. identify positions and arguments in assigned reading</p> <p>B4. describe, analyse and evaluate the nature and meaning of objects and collections</p> <p>B5. plan, deliver and manage interpretive services</p> <p>B6. monitor, analyse and evaluate the needs of visitors and visitor behaviour</p> <p>B7. critically evaluate interpretive media and methods</p> <p>B8. show intellectual thinking skills through positive evaluation of personal and peer group presentation</p> <p>B9. analyse and solve problems in the development of a design</p> <p>B10. develop a design concept and formulate a specification</p> <p>B11. be creative in the solution of problems</p> <p>B12. personally reflect and evaluate the success and effectiveness of a design</p>	<p><b>Teaching/learning methods</b></p> <p>Students learn cognitive skills through seminars and small group discussion; group and individual project work; reflective practice through log books and reflective journals as well as essays and presentation.</p> <p><b>Assessment</b></p> <p>Students' cognitive skills are assessed through exam papers, essays, design and project portfolios, reflective journals and log books and individual and group presentations.</p>
<p><b>C. Practical skills</b></p> <p>able to</p> <p>C1. communicate effectively through writing, orally through presentation, tutorial and viva voce</p> <p>C2. apply communication, language and learning theories to the use of objects and information through guiding techniques, performance and audience participation.</p> <p>C3. use ICT resources effectively including that which applies to desk top publishing and publishing via electronic distribution systems</p> <p>C4. select and apply knowledge and skills, materials and techniques to product and exhibition design including model making, illustration, audio visual, multimedia and photography</p> <p>C5. apply observational skills</p>	<p><b>Teaching/learning methods</b></p> <p>Practical skills are taught, learnt and experienced through participatory studio and workshop sessions, demonstrations, individual group discussion, assignments and given tasks. Investigative field work and comparative case study.</p> <p><b>Assessment</b></p> <p>Takes the form of assessment by portfolio, product outcome and by presentation and exhibition of work</p>

<p>C6. engage effectively in problem solving activity</p> <p>C7. manage interpretive services</p> <p>C8. apply case study methodology</p> <p>C9. exhibit independent research skills for design projects, written assignments, proposition modules and independent study</p> <p>C10. Manage a demanding project in a visitor attraction context</p>	
<p><b>D.4. Key skills</b></p> <p>able to</p> <p>D1. identify strengths and weaknesses and match these to personal and career development and aspiration</p> <p>D2. use knowledge of learning styles to enhance learning</p> <p>D3. apply learning techniques</p> <p>D4. identify learning opportunities.</p> <p>D5. organise own learning and demonstrate increasing levels of autonomy</p> <p>D6. communicate effectively (writing, verbally, graphically)</p> <p>D7. work as a team member</p> <p>D8. use information and communications technology effectively</p> <p>D9. use resources and time effectively</p> <p>D10. learn independently in familiar and unfamiliar situations with open mindedness and in the spirit of critical enquiry</p> <p>D11. learn effectively for the purpose of continuing professional development in a wider context throughout their career</p>	<p><b>Teaching/learning methods</b></p> <p>Students learn and rehearse key skills at level 1 through an introductory key skills module, thereafter skills are nurtured and developed throughout the programme culminating in the placement and independent and proposition modules</p> <p><b>Assessment</b></p> <p>Students' key skills are assessed at level 1 through multi-activity workshops, paired and group work and presentations; a learning journal containing reflective entries, short and medium targets and strategic statements about realising personally set targets;</p> <p>Key skills at level 2 and above are mapped against individual modules and assessed as part of that modules assessment scheme.</p>

## 12. Programme structures and requirements, levels, modules, credits and awards

### 12. 1 Overall structure of the programme

The programme is studied over three years full time. There are two semesters in a year each consisting of twelve weeks of teaching and three weeks of assessment by examination, exhibition and submission of coursework assignments.

In each semester three twenty credit modules are followed each consisting of a total of 180 hours study time which is sub divided into contact (with lecturer) and non-contact (personally directed learning) time. Each module is designated as level 1,2 or 3, normally equating to the year of study, representing progression in the demand and nature of the expected learning outcomes for the modules, year on year. In each year 120 credits are normally studied thus to receive the award of Bachelor of Arts with Honours you must be successful in 360 credits worth of study.

A special feature of this programme is that a significant amount of study of visitor attractions is done within the context. The programme has very close links with MODA, the museum of domestic design and architecture and many visitor attractions in London. The final year consists of a concurrently followed placement and design dissertation, a design proposition and professional practice and management module leading to a comprehensive CV and portfolio demonstrating graduateness in this field of employment.

Visitor Attraction Studies can also be studied as a minor pathway in combination with another subject such as product design, education studies, business studies, tourism, marketing or a foreign language.

### 12.2 Programme Structure, modules and levels.

In the BA honours programme strand 1 and strand 2 modules are compulsory and must be followed, strand 3 contains some designated modules of which one must be followed from the choice indicated, and one elective choice is possible from the elective modules on offer within the university.

Key to module codes :

VAS : Visitor attraction studies

LLL : Lifelong learning

PDE : Product design and engineering

BUS : Business

MKT : Marketing

EDU : Education studies

The first numeral in the module code indicates the academic level of the module e.g. VAS1000 is level 1, VAS2000 is level 2 etc.

Each module = 20 credits unless shown otherwise.

\* = compulsory module for visitor attraction studies minor

+ = designated modules of which one must be followed for the minor

**12.3****BA Honours : Visitor Attraction Studies****Listing of compulsory and designated modules**

VAS 1000 Introduction to cultural heritage organisations, visitor attractions and educational learning centres

VAS 1500 Critical analysis of collections and objects

VAS 2000 Exhibition and display design

VAS 2500 Communication, interpretation and education

VAS 3000 Professional practice and management

VAS 3400 Preparation for work placement and proposition module

PDE 1000 Communicating design ideas

PDE 1500 Design matters

PDE 2510 Electronic publishing

PDE 3000 Design dissertation

PDE 3100 Placement

PDE 3500 Design proposition

PDE 3533 Museums and Exhibitions

EDU 1501 Development and educational experience

EDU 1502 Current issues in education

EDU 3011 Education and the law

BUS 1000 Introduction to business

BUS 2513 Travel and tourism

MKT 2000 Marketing foundation

LLL 1111 Managing your own learning

**The Visitor Attraction Programme by Year/Stage/Semester**

	STRAND 1	STRAND 2	STRAND 3
<b>YEAR/STAGE ONE</b> Semester I Semester II	VAS 1000 *VAS 1500	LLL 1111 BUS 1000	PDE 1000 PDE 1500 or EDU 1501 or EDU1502 or an elective
<b>YEAR/STAGE TWO</b> Semester III Semester IV	*VAS 2000 +PDE 3533	*VAS 2500 VAS 3400	PDE 2510 BUS 2513 or EDU 3011 or MKT 2000
<b>YEAR/STAGE THREE</b> Semester V Semester VI	+PDE 3000 VAS 3000	PDE 3100 (40 credits) PDE 3500 (40 credits)	

## **ANNEX 1**

### **Visitor Attraction Studies : Programme Learning Outcomes**

#### **A. Knowledge and Understanding**

- A1. the role, purpose and type of visitor attraction centres, heritage organisations and educational learning centres
- A2. the factors that provide opportunities as well as place constraints on continued development of visitor attractions including funding, legislation, social and cultural policy, the business environment and functional areas of business including accounting, economics, finance, human resource management, law and marketing
- A3. current concepts and trends in provision and practice including educational provision, contemporary collection and conservation practices, the widening of access to the broadest audience
- A4. current issues in critical; analysis of collections and objects and the process, roles and relationship of collections and their interpretations
- A5. current best practice in technical and specialist skills, materials, techniques and equipment that apply to this field of study including taxidermy, conservation, interpretation and the creation of new interactive exhibition display techniques
- A6. the principles of good exhibition and display design with commercial/entrepreneur focus in relation, particularly, to the needs of the viewer and commissioning authority
- A7. communication and interpretation theory and philosophy and methods used to communicate ideas to the public including historical and contemporary situations and new directions in exhibition interpretation
- A8. information and communications technology and software applications for business management and digital media skills including software types for text, image generation and manipulation, drawing, page and document layout, print publishing and web publishing
- A9. design, research and case study methodologies and project management strategies especially in relation to real contexts and situations and as applied at the time of work placement

#### **B. Cognitive Skills**

- B1. apply theoretical learning to case study and project work
- B2. critically analyse and challenge received views
- B3. identify positions and arguments in assigned reading
- B4. describe, analyse and evaluate the nature and meaning of objects and collections
- B5. plan, deliver and manage interpretive services
- B6. monitor, analyse and evaluate the needs of visitors and visitor behaviour
- B7. critically evaluate interpretive media and methods
- B8. show intellectual thinking skills through positive evaluation of personal and peer group presentation
- B9. analyse and solve problems in the development of a design
- B10. develop a design concept and formulate a specification
- B11. be creative in the solution of problems
- B12. personally reflect and evaluate the success and effectiveness of a design

### **Practical Skills**

- C1. communicate effectively through writing, orally through presentation, tutorial and viva voce
- C2. apply communication, language and learning theories to the use of objects and information through guiding techniques, performance and audience participation.
- C3. use ICT resources effectively including that which applies to desk top publishing and publishing via electronic distribution systems
- C4. select and apply knowledge and skills, materials and techniques to product and exhibition design including model making, illustration, audio visual, multimedia and photography
- C5. apply observational skills
- C6. engage effectively in problem solving activity
- C7. manage interpretive services
- C8. apply case study methodology
- C9. exhibit independent research skills for design projects, written assignments, proposition modules and independent study
- C10. Manage a demanding project in a visitor attraction context

### **D. Key Skills**

- D1. identify strengths and weaknesses and match these to personal and career development and aspiration
- D2. use knowledge of learning styles to enhance learning
- D3. apply learning techniques
- D4. identify learning opportunities.
- D5. organise own learning and demonstrate increasing levels of autonomy
- D6. communicate effectively (writing, verbally, graphically)
- D7. work as a team member
- D8. use information and communications technology effectively
- D9. use resources and time effectively
- D10. learn independently in familiar and unfamiliar situations with open mindedness and in the spirit of critical enquiry
- D11. learn effectively for the purpose of continuing professional development in a wider context throughout their career

Middlesex University

School of Lifelong Learning and Education

**The Final Annual Monitoring Report**

for

Academic Year 2000/2001

Roger Bull

Director of Curriculum Learning and Quality

January 2002

The following curriculum area and programme annual monitoring reports have informed the writing of the School of Lifelong Learning and Education annual monitoring report (2000/2001).

Each Curriculum Leader was required to produce an overarching reflective report that confirms an evaluation of each individual report has been carried out.

#### **EDP : Primary Teacher Education**

- **An overarching subject report for EDP**

##### **Individual Programme reports**

- PGCE Primary (Later years)
- BA Hons Primary Education

#### **EDS : Secondary Teacher Education**

- **An overarching subject report for EDS**

##### **Individual PGCE subject area reports**

- Art and Design
- Design and Technology
- Includes coverage of professional year modules followed by BA Honours Design and Technology Education and PGCE (2 yr) Design and Technology
- Drama
- English
- Information Technology
- Mathematics
- Modern Languages
- Music
- Science

#### **EDU : Education Studies**

- **A single EDU subject report**

#### **LLL : Postgraduate and CPD provision**

##### **Individual Programme reports**

- MEB : CPD for Teachers
- MA SpLD, MA SEN written as one report
- PG Cert HE
- MA LLL
- Including BFI  
Collaborative partner to write an independent report for the BFI modules



## **PDE : Product Design and Engineering**

- **An overarching subject report for PDE**

### **Individual Programme reports**

- Product Design Foundation and Design Engineering Foundation
- BA Product Design
- BA Design and Technology
- BSc Product Design
- BSc Industrial Design
- BSc Design Engineering
- BSc Business and Technology Management

Includes coverage of subject modules followed by BA Honours Design and Technology Education and PGCE (2yr) Design and Technology

### **WBS**

**A single report** for Undergraduate, Postgraduate and GCWBLP

**DPS : An overarching report on the M/Prof , D/Prof**

### **Collaborative Partners**

- Metanoia Institute
- Forum For the Future
- Certificate in Education FE
- London Centre Fashion Studies

**The School of Lifelong Learning and Education  
Annual Monitoring Report (2000/1)**

**1. RECRUITMENT AND PROFILES**

**1.1 Subject**

Reference Data

Appendix A Applicants, enrolled and gender count by subject

Appendix B Subject : Enrolled student count by ethnicity and disability

1.2 The closure of recruitment to the School of Engineering Systems and the re-orientation of subjects within ES, ADPA and LLE led to the creation of a new subject, PDE : Product Design and Engineering. The new subject and constituent programmes were validated late in the academic year. Recruitment in this subject was almost exclusively Single Honours and not Joint Honours programmes. The Data provided does not list applications and enrolment under PDE.

1.2.1 Historically, student applications and enrolled numbers for joint honours have remained very low. The perception is that the overriding market desire is for a single honours route in this subject. This year's data, shown under DAT: Design and Technology, bears this fact out.

1.2.2 In EDU : Education Studies, 294 applications were received, 61 students enrolled, 9 were male 52 female.

1.2.3 EDU recruits its main student body through the Joint Honours award. Applicants and enrolments have dropped from the previous year and the target of 110 this year was clearly unrealistic in the light of perceived fall in interest in subjects allied to Education. However, other reasons thought by the subject to mitigate against recruitment include the desire of students to study on one campus and to have on offer a greater range of combinations of joint honours subjects. It is noted that there was a marked increase in those choosing to combine EDU with INT.

1.2.4 The profile of enrolled students in EDU remains consistent with previous years in that the majority are female, many enter with non-standard qualifications and the percentage of ethnic minority students continues to grow. This profile reflects the university mission and local community demand.

1.2.5 The initial difficulty of attracting applicants to EDU was off-set to a large extent by the commitment and involvement of academic staff from the area in developing and implementing a recruitment strategy and in their considerable involvement in the clearing process.

**1.3 Undergraduate programmes**

Reference Data

Appendix C Awards : Enrolled students, by award, including count enrolled by gender

1.3.1 Target numbers were met in undergraduate programmes within the School although, because of the late validation of PDE (referred to above), BSc Industrial Design and BSc Design Engineering did not recruit. BSc Business and Technology Management had a low conversion rate of applicants to enrolment but it is anticipated that because relevant information about the programme will have filtered through to UCAS in the coming year applications will rise accordingly in the future.

1.3.2 It is clear, however, that the School, subject and programme recruitment and selection strategy, which requires considerable academic staff involvement throughout the year, has benefited overall results. The BA Primary Education programme recruited to target with 77 enrolments and other PDE programmes did well despite difficulties in identifying BA and BSc Product Design applicants, separately. This difficulty should be resolved when accurate information about UCAS programme coding is included in recruitment literature, here at the University and at UCAS.

1.3.3 The gender profile of students entering programmes remains at each end of the spectrum. In the BA Primary Education programme the majority are female 93.5% whilst in PDE, males are in the majority, ranging between 70% and 80% across the programmes. The programmes would like to attract more from the minority, however, such profiles reflect National trends.

1.3.4 Ethnicity data was not available for analysis, nor that pertaining to disability or qualifications on entry. However, BA Primary Education applies strict entry requirements in relation to 'A' level and English and mathematics qualifications or requires the successful completion of an access course into teaching. 25% of entrants to the programme have followed access courses, very few entrants are mature.

1.3.5 PDE refers to the lack of meaningful and productive data in order to present an accurate profile of its students. Data was unavailable at the time of writing but it is known that the majority of students are entering these programmes with a considerably higher point score than the required 12 points and that there were no mature entries to the foundation programmes.

#### **1.4 Postgraduate programmes**

##### **Reference Data**

Appendix C Awards : Enrolled students, by award, including count enrolled by gender

1.4.1 It should be noted that University data supplied for postgraduate provision analysis is generally accurate and in agreement with programme understanding. However, it should be made clear that data supplied from the Registry, indicating that 446 students enrolled on the Lifelong learning and MA LLL Inset programme, is at variance with local figure that indicates 500 enrolments. The number of applicants given in the statistics supplied is 27. The discrepancy between applications and enrolments is due to the nature of the programme which has no formal application procedure. If a student (teacher) has QTS (qualified teacher status) and is working in

a state school they are entitled to attend the programme. After claw back of funding by the TTA in the previous year because of under recruitment, target figures were adjusted for recruitment in this CPD provision. Recruitment fell within the +/-5% range this year and as a result no claw back was made.

1.4.2 Enrolment on all other postgraduate provision was good including MA SEN, SpLD, MA LLL PG Cert HE, PGCE Primary teacher education and PGCE Secondary teacher education although it is necessary to note the very real contribution academic and administrative staff within the School make to ensure this position.

1.4.3 The School marketing and admissions policy generally ensured this position but the administrative support for the MA SEN, SpLD programme, and the attendance of PGCE staff at TTA recruitment fairs and the recruitment activity of Secondary PGCE staff throughout the summer vacation paid dividends in attracting students to the University. The recruitment process is long, drawn out, uncertain and stressful because a trend toward late application and late withdrawal requires immediate action in order to fill places, particularly in the teacher training programmes.

1.4.4 Individual programme analysis shows variations in the gender profile of students recruited to postgraduate provision with a prominent female profile being recorded in MA SEN, SpLD 99%; CPD and MA LLL 77%; Primary Education 66% and Secondary PGCE subjects 66% with the exception of design and technology (66% male) and music (males in the majority) where the profile was reversed. These figures are not necessarily surprising based on previous recruitment and National profiles but it should be noted that PGCE Primary has managed to recruit more males than before and address, to some extent, the TTA drive to attract more men into primary teacher training.

1.4.5 The Postgraduate provision has a mature profile and a generally small ethnic minority membership in the region of 15% across programmes. The MA SEN, SpLD and MA LLL provide opportunities to recruit overseas students but numbers remain low, perhaps due to the programmes necessary relevance to teaching in this country rather than internationally.

## **1.5 Work Based Learning including collaborative links and overseas programmes**

1.5.1 WBS report that 903 students enrolled in the area. This varies considerably from the University figure of 411 (The total derived from all WBS listings in appendix C). This is most probably because the figure does not include enrolments outside of the standard period, overseas programmes or collaborative links.

1.5.2 WBS state, in relation to the student profile, that the majority of students came from target populations that might not otherwise have studied at the university, that there are more female than male students except at the Greek Centre where students are predominantly male. The vast majority of students are part time, mature and postgraduate. However, university figures record an even balance of male to female students

## 1.6 Masters/Doctorate in Professional Studies inc collaborative programmes

Male/Female		Target Nos	Applicants	Offers	Enrolled
<b>Candidates Negotiated Pathways (CNPs)</b>					
NCWBLP - UK		-	-	-	39
26	13				
GCWBLP		-	-	-	7
5	2				
Cyprus		-	-	-	11
9	2				
Australia		-	-	-	1
-	1				
Hong Kong		-	-	-	1
1	-				
SAETC		-	-	-	2
2	-				
Israel					2
2					
West Indies					1
1					
<b>Special Validated Pathway (SVPs)</b>					
MProf/DPsych					39
M/Prof					12
(Sustainable development)					
TOTAL					115

1.6.1 The MProf/DProf programme recruited well and to target with an increase of 13 students over the year. 10 new candidates at NCWBLP and 6 in Cyprus were offset slightly with some withdrawals from the GCWBLP.

## 1.7 Steps proposed or taken at School and University Level

### Achievement of actions in 1999/2000 report

#### Section 1.

##### **Action 1 : partially achieved**

To establish and inform the School on how admissions data is derived especially the accuracy of stated number of applicants, offers and enrolled students.

##### **Action taken**

*The University appointed members of the Registry to work on CSS reports in order to provide meaningful and accurate data.. Good communication was maintained between them and the School DCLQ and AAM.*

##### **Comment**

*The improvement in accuracy of PG statistics is noticeable, however, difficulties still remain in data accuracy and availability in WBS and PDE programmes.*

##### **Action 2 : partially achieved.**

To consider and address issues arising from the outcome of action 1 above.

##### **Action taken**

*Greater autonomy has been given to the School via the AAM in order to raise appropriate reports from CSS.*

### Comment

*Problems have still been experienced which the Registry have confirmed lie with the system. Data in relation to UG ethnicity and disability was not available for analysis.*

### Action 3 achieved but ongoing

To establish an affinity recruitment strategy based on sound data and information.

### Action taken

*Considerable activity of LLE staff at recruitment fairs, open days, informal and formal interviews and through follow-up contact with applicants.*

### Comment

*LLE staff have worked hard to ensure that good levels of recruitment, based on good affinity with applicants, is achieved.*

## Actions arising from 2000/2001 report

### Section 1.

#### Action 1.

To monitor the availability of meaningful and detailed data for PDE programmes as a whole and to ensure the availability of ethnicity and disability data for UG provision in general.

**Responsibility** DCLQ/AAM and CSS/Registry **to be achieved** by beginning of annual monitoring round 2001/2002 **report back** by DCLQ via School ASQC and annual monitoring reporting.

## 2. PROGRESSION AND ACHIEVEMENT

### Reference Data

#### Appendix D Table A1 : UG Finalist Classification

CSS report ASS912 Finalist assessment results by board and award

CSS Report ASS9123 finalist assessment results by board and award

### 2.1 Taught Undergraduate Studies: Finalist Classification

% Undergraduate degrees by classification within LLE

	1	2.1	2.2	3	unc	pass	total
1997/1998	7%	58%	28%	0%	1%	6%	205
1998/1999	7%	53%	23%	4%	2%	11%	123
1999/2000	10%	48%	35%	2%	4%	1%	125
2000/2001	10%	49%	30%	5%	1%	5%	174

#### Middlesex University

1997/1998	6.3%	40.5%	41.4%	5.8%	4.7%	1.4%	3975
1998/1999	6.1%	39.5%	40.8%	7.7%	3.8%	2.1%	3757
1999/2000	5.9%	40.3%	40.2%	6.9%	4.5%	2.2%	3791
2000/2001	6.8%	39.75	40.1%	6.3%	5.2%	2.0%	3645

2.1.1 A slight downward shift took place in the lower classifications within the School this year whilst classifications in the first class and upper second classifications remained higher than those awarded across the University as a whole. A greater number of awards (49) were made by the School.

2.1.2 Overall performance of LLE finalists is noticeably better than those for students across the University as a whole. This may be accounted for by the particularly high percentage of 2.1 classifications for BA Primary Education finalists although, across the school, performance of finalists is good. Selection and entry requirements, interviewing (all ITT, PDE) and testing (ITT), together with value added experiences on the programmes (noted by EDU and WBS) may account for this good level of finalist performance.

2.1.3 The number of finalist deferrals in the School appears to be on the high side when compared to provision across the University. Closer examination of the data reveals that this is recorded against Certificate Ed FE and the Diploma Professional Development (Voluntary organisations). In the case of the former programme this was due to difficulties in relation to original enrolment and the recording of recognition of accredited learning (RAL) on entry. This problem has been addressed and the Cert Ed FE report comments on the improved induction and enrolment processes that have been put in place. The latter WBS programme runs at a non-standard time within the University thus the deferral is necessary to accommodate the out of phase completion of all finalists.

## 2.2 Joint Honours and Single Honours Degree Classifications

### Reference Data

#### Appendix D

Table 4A: Joint honours and single honours degrees by assessment board

#### Joint Honours and Single Honours

		1	2.1	2.2	3	unc	pass	total
LLE	2000/2001 Joint	0%	36%	43%	14%	0%	7%	20
	Single	11%	51%	29%	4%	1%	5%	173
Middlesex University	2000/2001 Joint	4%	34%	45%	9%	8%	2%	1377
	Single	9%	43%	37%	5%	4%	2%	2268

2.2.1 Performance in single honours degree was better than for joint honours degrees across the University and the School. This equates to the national picture according to the Registry. Exactly why this is the case may well be the focus of investigations for the University in the future.

## 2.3 Classification of Undergraduate degrees by Gender

Reference Data Appendix D Table X1P : UG Award by gender

School of LLE		1	2.1	2.2	3	pass	unc	number
Male	1998/1999	13.3%	40%	16.7%	0.0%	20%	10%	-
	1999/2000	11.4%	31.4%	45.7%	0.0%	2.9%	8.6%	35
	2000/2001	8.3%	38.9%	37.55	4.25	8.3%	2.8%	72
Female	1998/1999	5.2%	54.6%	23.7%	5.2%	8.2%	3.1%	-
	1999/2000	8.9%	54.4%	31.1%	3.3%	0.0%	2.2%	90
	2000/2001	10.85	56.9%	24.5%	4.9%	2.9%	0.0%	102
Total	1998/1999	7.1%	51.2%	22.0%	3.9%	11.0%	4.7%	-
	1999/2000	9.6%	48.0%	35.2%	2.4%	0.8%	4.0%	125
	2000/2001	9.8%	49.45	29.9%	4.6%	5.2%	1.1%	174

Middlesex University		1	2.1	2.2	3	pass	unc	number
Male	1998/1999	7.0%	35.4%	40.3%	9.2%	2.6%	5.5%	1484
	1999/2000	6.5%	36.1%	37.9%	9.0%	2.8%	7.5%	1461
	2000/2001	6.9%	35.1%	41%	7.9%	2.6%	6.6%	1400
Female	1998/1999	5.5%	42.0%	41.1%	6.7%	1.8%	2.9%	2281
	1999/2000	5.6%	42.9%	41.7%	5.6%	1.8%	2.5%	2330
	2000/2001	6.7%	42.6%	39.4%	5.3%	1.7%	4.2%	2245
Total	1998/1999	6.1%	39.5%	40.8%	7.7%	2.1%	3.8%	3757
	1999/2000	5.9%	40.3%	40.2%	6.9%	2.2%	4.5%	3791
	2000/2001	6.8%	39.7%	40%	6.3%	2.0%	5.2%	3645

2.3.1 A reversal has taken place this year and for the first time in three years a higher percentage of females have gained first class awards in the School. This coupled with the better upper second profile and fewer passes and unclassified awards indicates significantly better performance by females across LLE programmes. This may be as a result of the high percentage of females on the 1TT Undergraduate LLE programmes.

## 2.4 Taught Postgraduate Studies: Finalist Results

Reference Data Appendix D Table A2 : Postgraduate awards  
 CSS Report ASS912 Finalist assessment results by board and award  
 CSS Report ASS9123 finalist assessment results by board and award

		Distinction	Merit	Pass	Number
LLE	1998/1999	6%	19%	75%	333
	1999/2000	7%	16%	77%	293
	2000/2001	6%	16%	78%	305
UNIVERSITY	1998/1999	4.8%	12.6%	82.6%	1574
	1999/2000	5.2%	11.9%	82.9%	1474
	2000/2001	6.0%	16.4%	77.6%	1601

2.4.1 Successful completion and receipt of an award across most of the School's postgraduate provision is recognised by a pass only. This accounts for the high percentage of passes recorded.



2.4.2 The number of deferred finalists has fallen this year but remains high it would seem, however, further scrutiny of data reveals deferral was given enbloc to the PG Cert HE finalists and WBS finalists. A change in the timing of portfolio submission will address the former situation although deferral was a useful mechanism in allowing the non- standard programme pattern to be accommodated in the University assessment system. The non-standard entry and completion pattern of candidates also accounts for the high level of deferrals in WBS.

## 2.5 Module grade analysis

### Reference Data

Appendix D Table G2 :Assessment Grade Analysis, all levels  
Table - Module performance

Appendix E Assessment grade analysis by curriculum area / module

Appendix F Table P2 Progression part time students June 2001  
Table P3 Progression full time students June 2001

2.5.1 The percentage of grades, 1-3, has risen by 1.5% across the school. The total now is more in keeping with results across the university than was the case last year.

2.5.2 Self deferral within modules has risen by 6% and is significantly higher than in any other School in the University. LLE has regarded self deferral as a benefit to students in overcoming problems whilst still being able to progress through their programmes. It should be noted that Self deferral was highly commended in the QAA Education Studies subject review as a very positive approach in this respect. The review considered EDU, PG Cert HE, Cert Ed FE, MA LLL including some aspects of CPD and MA SEN and SpLD provision.

2.5.3 Close examination of module data in Appendix E provides a full picture of both the deferral position and success rate within modules. Few modules fall below the required 85% success rate before 'investigation' is required by the university. Of those that do very small cohorts of students seem to have been following the modules. This is especially true of some DAT and MA LLL modules.

2.5.4 It should be noted that modules listed on p 77, Report ASS921, appendix E have very large numbers of deferrals. These module statistics relate, for the most part, to the MEB CPD provision (see para 4.1 of this report). It is unlikely that all but a few students (teachers) will choose to submit work for assessment at the next opportunity and, therefore, 'failure' will be extremely high. The vast majority of teachers following CPD provision were not interested in gaining credit, rather they were only concerned to participate in the module and its content, this was borne out in the reporting of Ofsted after inspection

2.5.5 A number of modules are recorded as having high poor progression and high failure but on closer examination it is because 'X' grades have been applied but very

often for 'ghost' registrations for students who do not enrol and begin programmes at the University. This issue is raised within the PDE report.

2.5.6 Of the modules unaffected by issues raised in para 2.5.3 and 2.5.4, 2.5.5 above, the following modules need to address the level of failure of students, EDU3012 and PDE1010 (where the curriculum area report states that there is a need for a review of curriculum content and assessment methods in this module.)

2.5.7 PDE 1540 had a poor failure rate but the curriculum area report details how this was derived. Part of the problem with regard to failure in this module arose because of a resit examination in the summer. Such a problem will not arise in the future given that no re-assessment of level 1 modules will take place at this time from next year onward.

## **2.6 Overview on progression**

2.6.1 Close examination of module and progression data reveals there is a very high percentage of self and 'I' deferral in curriculum areas EDX, LLL and WBS. These statistics are especially revealing because they relate almost exclusively to postgraduate part time programmes, provision with non-standard entry times and programmes followed at distance by those engaged in professional work. Care must be taken in their interpretation in relation to progression and achievement. In virtually all cases the use of deferral allows candidates to progress at a rate that suits them rather than that that suits the system.

2.6.2 The MA SEN and SpLD is particularly concerned about the treatment of students by the university who follow these part time degrees. "We waste a considerable amount of time persuading students to remain with the programme after they have received insulting letters from the student record system.....they should be allowed to progress at a rate which suits their needs not some arbitrary notion or norm of student progression.....part of lifelong learning and self regulated learning (is) to deal with this and to negotiate appropriate time scale and progression" (with students).  
MA SEN SpLD report  
2000/2001

2.6.3 The high percentage of credit deficit carried forward by LLE part time and distance students shown in table P2 is a function of the deferral process and relates to the issues raised in para 2.6.2

## **2.7 Steps proposed or taken at School and University Level**

### **Achievement of actions in 1999/2000 report**

#### **Section 2**

##### **Action 1 : achieved**

to ensure, through the Registry, the accuracy of assessment grade analysis statistics such that reliable judgements can be made, by programmes and curriculum areas, about such matters as progression and achievement and the award of borderline grades.

**Action taken**

*University appointed members of the Registry to work on CSS reports in order to provide meaningful and accurate data..*

**Comment**

*Good communication was maintained between them and the School DCLQ and AAM.*

**Action 2 : not achieved**

for the Campus Dean of Students and Assessment Administrators to consistently provide accurate and informative data, including finalist profiles at first tier boards, for internal and external assessor scrutiny.

**Action taken**

*Was reported through annual monitoring process..*

**Comment**

*The short time span for processing and publishing finalist profiles at the time of assessment boards mitigates against them being completed in time for first tier boards*

**Action 3 : achieved partially**

for the DCLQ and chairs of assessment boards to ensure closer scrutiny of finalist results and assessment grade analysis at first tier boards.

**Action taken**

*Continuing problems were reported by the DCLQ to Campus Dean of Students'.*

*DCLQ published an approach regarding the timing of the request for finalist profile publication.*

**Comment**

*Monitor the process of publication next year*

**Action 4 : On going and achieved**

for the DCLQ to ensure implementation of the University policy on the improvement of progression and achievement of students through the School ASQC, Curriculum Leaders and module leaders.

**Action taken**

*Progression and achievement has been monitored and reported in section 2 of this report*

**Comment**

The School will respond to the Retention and progression requirement of the University in due course.

**Actions arising from 2000/2001 report****Section 1.****Action 1.**

For the University to consider how data and information should be recorded such that progression and achievement of part time, non-standard entry and CPD students does not distort reading of this information; Also, to preclude the receipt of CSS generated

letters by these students, who are legitimately planning and managing their 'lifelong learning' in the context of their personal professional circumstance.

**Responsibility University to be achieved over 2001/2002 report back by Registry via University ASQC**

### **3. CAREERS**

3.1 Some curriculum leaders, programme leaders and subject co-ordinators have been able to establish first destinations and career information relating to their students. These individual surveys, evidenced in individual monitoring reports, show a very high percentage of students gaining employment after full time study.

3.2 The School promotes lifelong learning extensively through its Work Based Learning, DProf programme, collaborative partners, international centres and continual professional development programme. Here there is a strong reporting theme emphasising that learning pursued by candidates is directed toward and focussed on the improvement, enhancement and benefit of the profession and organisation the individual is working within. Postgraduates engage in research projects that benefit the individual and organisation alike.

3.3 There has been a greater drive toward participant needs analysis and stakeholder evaluation, especially in CPD provision, such that a measure of benefit can be derived from the fact that the individual has successfully completed a module, programme or qualification that has real enhancement value in a professional context.

3.4 Many of the students on ITT programmes, who are recruited from the local community return to it and go on to teach in partnership schools.

### **4. CURRICULUM DEVELOPMENT**

Reference Data      Appendix F      School of LLE New programmes and changes

4.1 Curriculum development and change has occurred for a number of reasons. The opportunity for refinement to modules and programmes has been taken by curriculum leaders based on their own observation and work; as a response to student feedback; feedback from inspection and review; and as a result of university wide policy and initiatives. The amount of change and refinement can be measured by scrutiny of appendix F.

4.2 The School continually wrestles with the complexity of demand made from a variety of sources, QAA; DfEE, TTA and Ofsted; and the University. It wishes to be proactive rather than reactive when addressing curriculum change, however, external pressures often mitigate against this.

4.3 Evidence of change to module content, organisation, delivery and assessment is also provided through the School's Academic Planning Committee and the introduction of newly validated modules through the School's Academic Standards and Quality Committee. This process was audited in November 2001 and recognised by QAAS for its detail accuracy and quality.

4.4 The school is making significant in-roads toward addressing the learning and teaching strategy of the university having now appointed a LTS Leader. Focus has been given to measuring and establishing the degree of learner autonomy across the School's diverse provision. Also, supporting learner autonomy through the introduction of LLL1111, the introduction of study skills to BA Primary students at the time of induction, and developing opportunities for RAL for WBS students in relation to Key skills.

4.5 Throughout the process of review and validation, programmes, modules and learning unit narratives have been scrutinised to ensure a focus has been given to the writing of learning objectives, that there is a good relationship between modes of assessment and expected learning outcomes. Work on assessment will continue in the following academic year.

4.6 The writing of programme specifications was begun enabling an analysis of current provision to be made in the context of the demands of the learning and teaching policy.

4.7 Successful bidding for academic initiative funds has benefited the School and enabled an impact to be made on its provision. This was especially true in the field and promotion of distance, flexible and open learning as part of the School approach to addressing the Learning and Teaching strategy is now in place.

4.8 The Learn direct (Ufi) 'learn through work' (LtW) programme went live in April 2001. An on-line version of the first core module WBS 2/4802, Recognition and accreditation of learning.

4.9 **Steps proposed or taken at school and university level**

#### **Achievement of actions in 1999/2000 report**

##### **Section 4.**

##### **Action 1 : achieved on-going**

to form a School Distance Learning Committee as a sub group of the School ASQC in order to monitor standards and conformity of our programmes to distance learning protocols and QAA and University policy.

and to establish a distance learning forum for academic and support staff who are involved in such learning and teaching developments in order to share good practice, develop common approaches and further promote distance learning in the future.

##### **Action taken**

*Identified membership and called first meeting*

##### **Comment**

*Committee will be chaired by Director of Research and Postgraduate Studies*

## **Actions arising from 2000/2001 report**

### **Section 4.**

#### **Action 1.**

To continue the implementation of the Learning and teaching strategy of the School and University

**Responsibility** DCLQ/ LTS Leader **to be achieved** over coming year 2001/2002 **report back** by DCLQ/LTS leader via School Curriculum Development Group and relevant school committees..

### **5. NEW PROGRAMMES**

Reference Data      Appendix F      School of LLE New programmes and changes

5.1 Five new programmes were validated and two curriculum areas reviewed.

5.2 Considerable effort was put into the updating and rewriting of the MA SEN and SpLD distance learning materials. These have been recognised for their innovative nature as they seek to develop both specific professional capabilities and general capabilities through an assessment led system which is capability specific.

5.3 The review of Primary teacher education provided a welcome opportunity to restructure the curriculum of the BA and PGCE programmes and to introduce a modular PGCE. Significant efforts were made in this respect. It is unfortunate, therefore, that because of DfES demand and Circular 2002/02 further work will be required to bring the programmes in line with government demand

5.4 The need to encourage teachers to gain academic awards through CPD provision led to the closure of the MEB partnership and the creation of three new postgraduate certificate awards.

5.5 Minor change was made to the structure of the existing associate degree such that a conversion to the new Foundation degree (WBS) could be implemented.

### **6. COLLABORATIVE LINKS**

6.1 The School promotes collaboration in a number of ways. There are a number of formal collaborative partners who deliver programmes that lead to University awards. However, curriculum leaders also report on links with associate colleges, progression agreements and access routes as well as secondary and primary school training partners.

6.2 The MEB partnership involved work with Enfield and Barnet LEA's, co-ordinators from the authorities and a considerable number of course tutors. This presented some problems in maintaining good lines of communication and information at key times i.e. recruitment and enrolment. Moderation events at the

time of assessment proved valuable and aided communication, however, with the closure of this provision and the creation of new CPD programmes that involve fewer tutors it is expected that a number of these problems will be eradicated.

6.3 All the School's formal collaborative partners submitted annual monitoring reports. They report on good Link Tutor liaison and recognition by students, scholars and participants, external examiners and stakeholders of quality academic provision. Stronger guidance on the nature and format of reports has been welcomed because it provides a continuity in the evaluation process. A link tutor evaluation has been submitted for every collaborative link.

6.4 The school and one collaborative partner have actively pursued the revision of a memorandum of cooperation. This is now complete and the document signed by both parties.

6.5 Some problems have arisen between the University and collaborative partners regarding administration and information exchange, detail is recorded in their reports.

6.6 These reports will also be the focus of an evaluation by QAAS this monitoring round with a view to enhancing collaborative partnership and processes. The outcomes to this evaluation should centre on the following key points partners raised:-

- the ability of students to gain immediate access to JLRS provision when entitled to do so, especially upon enrolment
- the involvement of university representatives in collaborative partner graduation ceremonies
- the provision of robust administrative systems in the University to support communication with partners and their students.
- Clarification over processes and responsibilities that ensure continuity of links when personnel change or provision increases significantly
- the need to avoid the generation of demanding or worrying letters sent to students
- the need to ensure at graduation ceremonies, that graduates are invited to the correct ceremony, that awards are announced correctly but also that collaborative partners have an understanding about the distinction and difference in naming of awards and titles, especially those relating to research degrees.

6.7 It is encouraging to note that the Metanoia Institute anticipate that the continuing development of on-line supervision resources for the entire D Prof scheme will enable greater interaction of D Psych and D Prof candidates and promote the sharing and discussion of research across an array of different professional areas.

6.8 Also to note that The Forum for the Future employed an independent researcher to evaluate the programme and recommend ways forward for future development.

6.9 Collaboration and partnership with primary and secondary schools is of a different nature to that of other collaborative partnerships. The involvement of mentors in the training of students has long been established. Positive comment arises from reports on the valued contribution of these partners, nevertheless, reservations are also expressed about the variability of experience students get

between partner school and mentor to mentor. Such issues are well documented with both primary and secondary curriculum areas identifying moves to continue to strengthen and improve the mentoring process.

6.10 The School's Middlesex partnership forum for Primary and Secondary Education and mentor conference programme and training are reported to build very good relationships between partners in Schools.

6.11 PDE reports on the difficulties experienced over collaboration between Schools within the University. It seems that misunderstanding remains over funding arrangements when resource and teaching are shared. This is an issue that has been raised in the past and which has been clarified between Schools and Directors of resources and administration on a number of occasions. Clarification has been given to appropriate people.

6.12 Steps proposed or taken at school and university level

#### **Achievement of actions in 1999/2000 report**

##### **Section 6.**

##### **Action 1 : achieved**

to agree a common template in advance of the beginning of the annual monitoring cycle,

DCLQ to ensure the circulation of the annual monitoring template to all parties before the commencement of the annual monitoring cycle

##### **Action taken**

*Template provided by QAAS. DCLQ able to circulate template by email to collaborative partners*

##### **Comment**

*Continuity of report writing across collaborative partnerships is good, communication has improved*

##### **Action 2 ; Achieved**

the University link tutor to review with the collaborative partner consortium management team the academic levels assigned to modules in the light of Fento Standards, the National Qualifications Framework and the level of award for teacher in FE

##### **Action taken**

*Change of levels of modules validated, Fento endorsement claim made*

#### **Actions arising from 2000/2001 report**

##### **Section 6.**

##### **Action 1.**

To address the concerns of collaborative partners through QAAS review as listed below :-



- the ability of students to gain immediate access to ILRS provision when entitled to do so, especially upon enrolment
- the involvement of university representatives in collaborative partner graduation ceremonies
- the provision of robust administrative systems in the University to support communication with partners and their students.
- Clarification over processes and responsibilities that ensure continuity of links when personnel change or provision increases significantly
- the need to avoid the generation of demanding or worrying letters sent to students
- the need to ensure at graduation ceremonies, that graduates are invited to the correct ceremony, that awards are announced correctly but also that collaborative partners have an understanding about the distinction and difference in naming of awards and titles, especially those relating to research degrees.

**Responsibility University to be achieved over the year report back by QAAS/University via University**

## **7. TEACHING, LEARNING AND ASSESSMENT**

7.1 The school is implementing its Learning and Teaching Strategy and has achieved success to the extent reported in section 4 and 5 of this report. It has addressed issues to do with learner autonomy and began to examine the appropriateness of the mode of assessment employed across the curriculum. Over time it has introduced programmes and approaches that address the need to employ distance, flexible and open modes of learning and has made significant progress in this respect.

7.2 WBS reports on the manner in which it is developing approaches that employ on-line materials. It is addressing the need to provide basic access for distance learners who do not ever attend the campus especially those overseas e.g. those in Cyprus.

7.3 WBS is also developing a web based research and development tool kit to assist practice based project students. This development is taking place and housed with ILRS, demonstrating a strength of co-operation between university resources for the benefit of WBS and distant learning students.

7.4 The Secondary PGCE programme continues to develop intranet resources for students and secondary school partners. There is a particularly well developed approach to the delivery of the professional studies curriculum and on-line activity continues to increase in effectiveness, enhancing the student experience as well as partnership involvement.

7.5 Primary Teacher Education has tracked modes and forms of assessment across its provision with a view to ensuring a match between learning objectives, outcomes and modes of assessment.

7.6 The development of PDE as a new subject has provided the opportunity to map the curriculum and ensure expected learning outcomes are tested through the modules it offers.

7.7 EDU has been particularly concerned with ensuring that learner autonomy is being supported through its curriculum and is able to identify EDU 3105 and 3992/4 as addressing this need. It also claims that there is evidence that LLL1111 has had an influence on student preparedness for assessment and placement.

7.8 EDU has practised peer review of teaching along the guidelines laid down by the university and recognises the benefits that it has provided for its tutors and teachers.

7.9 Graduates from the PG Cert HE act as tutor associates whilst assessing and evaluating the teaching of current staff following the programme.

#### **7.10 Steps proposed or taken at School and University Level**

#### **Achievement of actions in 1999/2000 report**

##### **Section 7.**

##### **Action 1**

To convene a newly formed School Curriculum Development Group whose membership will include the Learning and Teaching Strategy Leader with a remit of leading in the development of the learning and teaching strategy.

##### **Action taken**

*The group has met on a number of occasions and taken the LT strategy forward in line with the schedule of the university*

##### **Comment**

*The work of the group will continue over the next academic year*

#### **8. STUDENT FEEDBACK**

##### **8.1 Methods of feedback**

8.1.1 A variety of approaches to receiving feedback are employed across the School curriculum. The self-completion questionnaire features as the main basis for individual response. Questionnaires are analysed by the module tutor, programme Leader or student and issues raised at Board of Studies. Members of academic staff within the school have been involved in the development of a common feedback form which will be implemented after confirmation of its format by QAAS.

8.1.2 Some programmes, delivered at distance, raised concerns about methods of receiving feedback. WBS have addressed the problem by introducing informal sub-meetings, distribution of feedback forms at the time of registration and the requirement that they are completed at the time of submission of work for assessment.

8.1.3 Examples of good practice in encouraging meaningful feedback range across the provision. The BA primary programme conducts a whole group, summative evaluative sessions with finalists in order to receive feedback on the whole of the programme; PGCE Secondary student reps attended mentor conferences to provide feedback to school partnership colleagues.

## **8.2 Student responses:**

8.2.1 Students recognise many positive aspects of provision but perhaps most significant of all is their recognition that immediate action is taken at course level to address issues.

8.2.2 There is a continuing recognition of the excellent support for learning through ILRS and ELL's. This is remarked upon extensively by PGCE Secondary provision in relation to TTA testing. Also by Primary ITT and EDU in relation to the development of study and key skills.

## **8.3 Steps proposed or taken at School and University Level**

### **Achievement of Actions arising in 1999/2000 report**

#### **Section 8.**

##### **Action 1: achieved**

to investigate better means of communication with the wider student audience, informing them of short and long term strategies put in place to address the issues students raise. (It is clear that a number of these issues were addressed in this year or were the subject of work in the summer vacation. Enhanced communication would have dispelled some fears that the issue/s were being ignored)

##### **Action taken**

*The University publishes regular bulletins and has provided strategically placed monitors to pass on generic information about academic matters as well as campus resource development.*

##### **Comment •**

*Curriculum areas have ceased to report problems in these areas*

##### **Action 2. Substantially achieved**

to answer concerns on the following TP campus based issues ; the need for a student common room and more dedicated social and study space; the lack of facilities after 4.30 pm; the overcrowding of campus buses, the loss of the campus bookshop and the cost and quality of refectory food.

##### **Action taken**

*Reporting of problems and concerns to the wider university through annual monitoring, through the School Board and university committees*

##### **Comment**

*Certain difficulties can only be addressed over time. The university has addressed the need for a book shop on campus, improved the bus service and provided a new café facility in the mansion at Trent Park serving refreshments at later times*

## **9. EXTERNAL EXAMINER REPORTS**

9.1 All external examiner reports were received and where immediate responses were required curriculum leaders and programme leaders supplied these. The school addressed the issue of ensuring immediate response to issues examiners raised and no problems about response time have been received this year.

9.2 Many external examiner comments and observations were positive and congratulatory, particularly in relation to staff commitment and the quality and outcomes to the majority of student work. The school appreciated the QAAS guidance given to external examiners on report writing, particularly the requirement that they should identify key issues that need to be addressed. The introduction of external examiner induction is also welcomed.

9.3 Some assessors were concerned that finalist student profiles were not available at the first tier boards and there was concern, expressed by every curriculum leader as well as the second tier board chair, over the lack of one accurately published set of finalist grids at the final board in June' 01. The problem was overcome and a strategy put in place to avoid the situation again, however, the problem is deemed to have arisen because of the compressed period of time for data input, something which the School is unable to control. A WBS examiner was also concerned about the amount of administrative difficulties in order to run a successful summer board. It was felt that this had not been adequately addressed by QAAS.

9.4 The Secondary PGCE are also concerned that administrative support for the curriculum area is available at the time of its assessment board in order to provide the detailed information examiners require.

### **9.5 Steps proposed or taken at School and University Level**

#### **Achievement of actions in 1999/2000 report**

##### **Section 9.**

##### **Action 1 : achieved**

To consult the School DCLQ's on the nature and content of the "Annual Review of External Examiner Reports" document in order to address the issue of partial reporting and somewhat arbitrary rating of examiners

##### **Action taken**

*QAAS have amended reporting procedures after pressure from the School through University ASQC*

##### **Comment**

*A satisfactory outcome instigated by QAAS after feedback from the School*

##### **Action 2 : achieved**

To review the process of receiving and responding to external examiner reports thus ensuring prompt comment and action from appropriate staff members.

**Action taken**

*Policy and practice refined by the DCLQ and AAM*

**Comment**

*No problems have arisen this year*

**Actions arising from 2000/2001 report****Section 9.****Action 1**

To implement and monitor the strategy for receipt and publication of finalist profiles at first tier assessment boards.

**Responsibility DCLQ/AAM to be achieved** at time of each assessment board **report back** by DCLQ via QAAS and School ASQC

**10. LEARNING RESOURCES AND OTHER SUPPORT SERVICES**

10.1 ILRS are praised in a number of reports for their involvement and service to the curriculum areas. ELS has been of particular help in preparing ITT student for TTA literacy tests and support in and mathematics have likewise been invaluable.

10.2 The appointment of ILRS staff as support to particular curriculum areas has benefited the provision. The PDE librarian has gained particular praise. The attendance of an ILRS staff 'link' member at school committees and boards of study has strengthened the service offered and enabled issues to be addressed and provision to be enhanced.

10.3 Curriculum areas report that support from computing services has been variable, some areas have praised the service whilst others have been critical of response times and the length of time repairs have taken.

**11. ANY OTHER SIGNIFICANT ISSUES AND ACHIEVEMENTS**

11.1 Work based learning is engaged in a significant initiative, a worked based learning development project, in order to extend WBS across the University still further and extend collaboration and work with other Schools and curriculum areas.

11.2 Two curriculum areas, PDE and EDU report difficulties in liaison and communication and a perceived reduction in the student learning experience where more than one School is involved in a programmes delivery. This situation is further exacerbated where collaborative colleges are involved (Childhood Studies) or where the physical provision on one campus is of a higher quality than another.

11.3 The Product Design Report expresses great concern over the physical condition of first floor and ground floor studios at Cat Hill. Concern was also expressed last year by product Design and Architecture about the poor state of the 3D building on that campus. These are the concerns of ADPA, the ADPA DoRA and campus facilities and to maintain continuity of action should be reported through the ADPA monitoring report. However, it should be noted that the learning experience of

BA Product Design students is being affected and that many choose to work in the Trent Park Campus facilities rather than those at Cat Hill.

11.4 Academics are concerned that administrative support for curriculum areas and programmes is inadequate for the demands made on them at the time of review, inspection, and assessment.

11.5 The modules followed by the BA Design and Technology (Two Year) and The Two year PGCE Design and Technology students have been included in the reporting process through PDE subject modules and the professional modules in EDS. However, an overview of the programme the students follow and any monitoring and evaluation issue that pertain to them are 'lost' within the reporting process.

11.6 Steps proposed or taken at School and University Level

#### **Achievement of actions in 1999/2000 report**

##### **Section 11**

###### **Action 1.      achieved**

To keep under review the current level of administrative support in the NCWBLP in relation to its future growth and expansion of the centre.

###### **Action taken**

*Complete review of WBS administrative functions and the appointment of senior office manager within the centre*

###### **Comment**

*Improvements have been acknowledged as the area adjusts to new management and refinement of approaches.*

#### **Actions arising from 2000/2001 report**

##### **Section 11.**

###### **Action 1.**

To consider how the reporting process will cover the programme followed by BA Design and Technology and Two year PGCE Design and Technology students in the future.

**Responsibility** DCLQ to discuss with PDE and EDS **to be achieved** over coming year 2001/2002 **report back** by DCLQ via School ASQC

## **12. QUALITY MANAGEMENT PROCESS**

12.1 The School's provision is subject to a range of quality measures that involve students, academic, support and administrative staff. The provision is also subject to QAA review, Ofsted Inspection, University scrutiny through RAP's, subject reviews and validation as well as through this annual monitoring process.

12.2 Written and oral feedback given to Curriculum and Programme Leaders and the School Executive after such scrutiny provides the basis on which actions are taken

in order to enhance the school curriculum. Action planning is particularly strong in the review and inspection regime.

12.3 School, programme and subject annual monitoring reports form part of the feedback received by students at Boards of Study such that action can be seen to have been taken. The School is accountable to QAAS and the University with regard to quality issues and reports through the University ASQC on such matters.

12.4 The new QAAS template for annual monitoring and report writing is a welcome device for standardisation of report writing and receiving feedback. The majority of curriculum areas conformed to this template. The process of report evaluation was carried out by curriculum leaders in their area. In other areas where provision was diverse another academic provided feedback to the author of the report and signed it as confirmation that evaluation had taken place.

12.5 Not all programme and overview reports contained detailed action plans but requests have been made such that this requirement is addressed.

#### **12.5 Steps proposed or taken at School and University Level**

##### **Achievement of actions in 1999/2000 report**

##### **Section 12.**

##### **Action 1 : achieved**

To extend its training programme and include refresher literature and events for all external examiners.

##### **Action taken**

*QAAS have introduced induction and further workshops for all examiners*

##### **Action 2 : partially achieved**

DCLQ to reinforce the practice of action list writing through annual monitoring literature and exemplar material.

##### **Action taken**

*QAAS introduced a new annual monitoring template*

##### **Comment**

*This report to reinforce requirement that action plans are written*

### 13. Actions

#### School of LLE : Report back on actions from 1999/2000 Annual Monitoring.

Action no	Action taken	Comment
1.1	<p><b>Achieved/ongoing</b> To establish and inform the School on how admissions data is derived especially the accuracy of stated number of applicants, offers and enrolled students.</p> <p><b>Action taken</b> The University appointed members of the Registry to work on CSS reports in order to provide meaningful and accurate data.. Good communication was maintained between them and the School DCLQ and AAM.</p>	The improvement in accuracy of PG statistics is noticeable, however, difficulties still remain in data accuracy and availability in WBS and PDE programmes.
1.2	<p><b>Achieved/ongoing</b> To consider and address issues arising from the outcome of action 1 above.</p> <p><b>Action taken</b> Greater autonomy has been given to the School via the AAM in order to raise appropriate reports from CSS.</p>	Problems have still been experienced which the Registry have confirmed lie with the system. Data in relation to UG ethnicity and disability was not available for analysis
1.3	<p><b>Achieved/ongoing</b> To establish an affinity recruitment strategy based on sound data and information.</p> <p><b>Action taken</b> Considerable activity of LLE staff at recruitment fairs, open days, informal and formal interviews and through follow-up contact with applicants.</p>	LLE staff have worked hard to ensure that good levels of recruitment, based on good affinity with applicants, is achieved.
2.1	<p><b>Achieved</b> to ensure, through the Registry, the accuracy of assessment grade analysis statistics such that reliable judgements can be made, by programmes and curriculum areas, about such matters as progression and achievement and the award of borderline grades.</p> <p><b>Action taken</b> University appointed members of the Registry to work on CSS reports in order to provide meaningful and accurate data..</p>	Good communication was maintained between them and the School DCLQ and AAM.
2.2	<p><b>Partially achieved/carry forward</b> for the Campus Dean of Students and Assessment Administrators to consistently provide accurate and informative data, including finalist profiles at first tier boards, for internal and external assessor scrutiny.</p> <p><b>Action taken</b> Was reported through annual monitoring process</p>	The short time span for processing and publishing finalist profiles at the time of assessment boards mitigates against them being completed in time for first tier boards
2.3	<p><b>Partially achieved/carry forward</b> for the DCLQ and chairs of assessment boards to ensure closer scrutiny of finalist results and assessment grade analysis at first tier boards.</p> <p><b>Action taken</b> Continuing problems were reported by the DCLQ to Campus Dean of Students'. DCLQ published an approach regarding the timing of the request for finalist profile publication.</p>	Monitor the process of publication next year
2.4	<p><b>Achieved</b> for the DCLQ to ensure implementation of the University policy on the improvement of progression and achievement of students through the School ASQC, Curriculum Leaders and</p>	The School will respond to the Retention and progression requirement of the University in due course.



	<p>module leaders.</p> <p><b>Action taken</b> Progression and achievement has been monitored and reported in section 2 of this report</p>	
4.1	<p><b>Achieved/on-going</b> to form a School Distance Learning Committee as a sub group of the School ASQC in order to monitor standards and conformity of our programmes to distance learning protocols and QAA and University policy.</p> <p>and to establish a distance learning forum for academic and support staff who are involved in such learning and teaching developments in order to share good practice, develop common approaches and further promote distance learning in the future.</p> <p><b>Action taken</b> Identified membership and called first meeting</p>	Committee will be chaired by Director of Research and Postgraduate Studies
6.1	<p><b>Achieved</b> to agree a common template in advance of the beginning of the annual monitoring cycle, DCLQ to ensure the circulation of the annual monitoring template to all parties before the commencement of the annual monitoring cycle</p> <p><b>Action taken</b> Template provided by QAAS. DCLQ able to circulate template by email to collaborative partners</p>	Continuity of report writing across collaborative partnerships is good, communication has improved
6.2	<p><b>Achieved</b> the University link tutor to review with the collaborative partner consortium management team the academic levels assigned to modules in the light of Fento Standards, the National Qualifications Framework and the level of award for teacher in FE</p> <p><b>Action taken</b> Change of levels of modules validated, Fento endorsement claim made</p>	
7.1	<p><b>Achieved</b> To convene a newly formed School Curriculum Development Group whose membership will include the Learning and Teaching Strategy Leader with a remit of leading in the development of the learning and teaching strategy.</p> <p><b>Action taken</b> The group has met on a number of occasions and taken the LT strategy forward in line with the schedule of the university</p>	The work of the group will continue over the next academic year
8.1	<p><b>Achieved</b> to investigate better means of communication with the wider student audience, informing them of short and long term strategies put in place to address the issues students raise. (It is clear that a number of these issues were addressed in this year or were the subject of work in the summer vacation. Enhanced communication would have dispelled some fears that the issue/s were being ignored)</p> <p><b>Action taken</b> The University publishes regular bulletins and has provided strategically placed monitors to pass on generic information about academic matters as well as campus resource development.</p>	Curriculum areas have ceased to report problems in these areas
8.2	<p><b>Substantially achieved</b> to answer concerns on the following TP campus based issues ; the need for a student common room and more dedicated social and study space; the lack of facilities after 4.30 pm; the overcrowding of campus buses, the loss of the campus bookshop and the cost and quality of refectory food.</p>	<p>Certain difficulties can only be addressed over time. The university has addressed the need for a book shop on campus, improved the bus service and provided a new café facility in the mansion at Trent Park serving refreshments at later times</p>

	<b>Action taken</b> Reporting of problems and concerns to the wider university through annual monitoring, through the School Board and university committees	
9.1	<b>Achieved</b> To consult the School DCLQ's on the nature and content of the "Annual Review of External Examiner Reports" document in order to address the issue of partial reporting and somewhat arbitrary rating of examiners <b>Action taken</b> QAAS have amended reporting procedures after pressure from the School through University ASQC	A satisfactory outcome instigated by QAAS after feedback from the School
9.2	<b>Achieved</b> To review the process of receiving and responding to external examiner reports thus ensuring prompt comment and action from appropriate staff members. <b>Action taken</b> Policy and practice refined by the DCLQ and AAM	No problems have arisen this year
11.1	<b>Achieved/ongoing</b> To keep under review the current level of administrative support in the NCWBLP in relation to its future growth and expansion of the centre. <b>Action taken</b> Complete review of WBS administrative functions and the appointment of senior office manager within the centre.	Improvements have been acknowledged as the area adjusts to new management and refinement of approaches
12.1	<b>Achieved</b> To extend its training programme and include refresher literature and events for all external examiners. <b>Action taken</b> QAAS have introduced induction and further workshops for all examiners	
12.2	<b>partially achieved/ongoing</b> DCLQ to reinforce the practice of action list writing through annual monitoring literature and exemplar material. <b>Action taken</b> QAAS introduced a new annual monitoring template	This report to reinforce requirement that action plans are written

### **Actions arising from 2000/2001 School of LLE Monitoring and Evaluation Report**

S e c t i o n	Action nos	Action	Responsibility	To be achieved by	Report back by	REPORT BACK VIA
1	1	To monitor the availability of meaningful and detailed data for PDE programmes as a whole and to ensure the availability of ethnicity and disability data for UG provision in general.	DCLQ/AAM and CSS/Registry	by beginning of annual next monitoring round	DCLQ	School ASQC and annual monitoring reporting.
2	1	For the University to consider how data and information should be recorded such that progression and achievement of part time, non-standard entry and CPD students does not distort reading	University	over 2001/2002	Registry	University ASQC And QAAS

		of this information;				
2	2	Also, to preclude the receipt of CSS generated letters for these students, who are legitimately planning and managing their 'lifelong learning' in the context of their personal professional circumstance.	University	Over 2001/2002	Registry/ CSS	University ASQC And QAAS
2	3	To preclude the he inappropriate communication of progression results to students on non-standard programmes	University	Over 2001/2002	Registry/ CSS	University ASQC And QAAS
3	1	To ensure central data on careers and first destinations	University	Over 2001/2002	Careers/ CSS	Careers/ CSS
4	1	To continue the implementation of the Learning and teaching strategy of the School and University	DCLQ/LTS Leader	Over 2001/2002	DCLQ/LTS Leader	School curriculum dev' Group and relevant committees
6	1	<p>To address the concerns of collaborative partners through QAAS review as listed below</p> <ul style="list-style-type: none"> <li>the ability of students to gain immediate access to ILRS provision when entitled to do so, especially upon enrolment</li> <li>the involvement of university representatives in collaborative partner graduation ceremonies</li> <li>the provision of robust administrative systems in the University to support communication with partners and their students.</li> <li>Clarification over processes and responsibilities that ensure continuity of links when personnel change or provision increases significantly</li> <li>the need to avoid the generation of demanding or worrying letters sent to students</li> <li>the need to ensure at graduation ceremonies, that graduates are invited to the correct ceremony, that awards are announced correctly but also that collaborative partners have an understanding about the distinction and difference in naming of awards and titles, especially those relating to research degrees.</li> </ul>	Through QAAS after review in conjunction with Link Tutors	over the year	QAAS/ University	University
9	1	To implement and monitor the strategy for receipt and publication of finalist profiles at first tier assessment boards.	DCLQ/AAM	At time of each assessment board	DCLQ	QAAS and School ASQC
1 1	1	To consider how the reporting process will cover the programme followed by BA Design and Technology and Two year PGCE Design and Technology students in the future.	DCLQ/ CL PDE, EDS	Over coming year	DCLQ	School ASQC

ACTIONS NOT WHOLLY ACHIEVED CARRIED FORWARD FROM 1999/2000 AMR Report						
12	2.2	For the Campus Dean of Students and Assessment Administrators to consistently provide accurate and informative data, including finalist profiles at first tier boards, for internal and external assessor scrutiny.	Campus Dean of Students/ Campus Data administrator	February 02 Boards	DCLQ/ Chairs of Boards	At Assessment boards, through minutes and School ASQC
13	2.4	for the DCLQ and chairs of assessment boards to ensure closer scrutiny of finalist results and assessment grade analysis at first tier boards.	Chairs of Assessment Boards	February and June 02 Boards	DCLQ/Chairs of Boards	At Assessment Boards, through minutes and school ASQC
14	2.3	<b>DCLQ TO REINFORCE THE PRACTICE OF ACTION LIST WRITING THROUGH ANNUAL MONITORING LITERATURE AND EXEMPLAR MATERIAL.</b>	DCLQ	Prior to next AMR round	DCLQ	After AMR

## 14. Good practice : School of LLE

### Derived from 2000/2001 Monitoring and Evaluation

Area	Good practice
Recruitment and profiles	Strong staff commitment and involvement across the School in recruitment activity, recruitment fairs, interviewing of prospective students, a developing affinity strategy, promotion of subjects through exhibition and publicity, intensive RAL input at summer school. Good administrative support for recruitment through DL MA's
Retention, Progression and achievement	Good levels of progression and achievement across the School because it is particularly strong in accommodating and providing for Lifelong Learners and those working at distance, through work, part time, flexibly. Deferral is used positively, caters for student need, aids retention particularly on PG programmes
Curriculum development, learning and teaching	Significant development of ICT/ web based support to learning and communication; supporting autonomy, distance and flexible learning, establishment of distance learning forum/committee
Collaborative and partnership links	Collaboration and partnership evident across the curriculum as a whole. Very strong links through partnership and subject forums, collaborative link tutor, School partnerships, subject weeks, mentor conferences and training, programme curriculum development with community and visiting practitioners, feedback of research projects into organisations through WBL/ DProf
Assessment	Graduates of PG Cert HE act as tutor associates, QAA recognises range and mode of assessment across Education provision, Externals comment on the good critical quality of feedback particularly on distance based programmes
Student feedback	Evidence of a number of programmes gaining summative, end of programme feedback, enhancement of 'whole' student learning experience
Student support	Excellent student support through ILRS, and ELS for maths and English in particular, also in relation to resources for DL students, good library links through designated subject librarian,

# **PERSONAL REFLECTION**

## **PROJECT MODULE DPS 5160**

This project has provided me with the opportunity to engage with, and reflect on, my work with a critical community. My colleagues at the University; delegates at University Quality Assurance forums and conferences and college forums; those who represent the Quality Assurance Agency; Reviewers, The TTA, HMI Inspectors; and agents of a number of pressure groups including The Universities Council for Education of Teachers.

I was able to discuss with them aspects of quality assurance that have impinged on this work and been able to reflect on their perspectives in relation to some of the issues raised.

The project has extended my knowledge and understanding in the field of knowledge and control, and in relation to work on programme specification, learning outcomes and assessment criteria.

This is the first major project I have tackled since my MA research and, although the emphasis placed on the work of each was different, this project has been more demanding in terms of personal planning and organisation.

I have got to know myself even better in terms of the way I manage such challenges and will reflect on the particular difficulty of managing work and a project of this nature at the same time. It has been difficult at times but also rewarding, particularly because of the manner in which it informed my everyday work, especially that which I engaged in with my academic colleagues in the University.

